Saskatchewan Learning

2002

Saskatchewan
Our Future is Wide Open™

Saskatchewan Education Indicators

Kindergarten to Grade 12

Goals of Education

The Goals of Education recognize the inherent worth and value of each individual. Education, then, should develop the potential of each person to the fullest extent. It should also enhance the ability of each individual to cope effectively in a changing physical, economic and social environment.

Basic Skills

- Read, write and compute
- Acquire information and meaning through observing, listening, reading and experiencing
- Process information through intellectual and technological means
- Solve problems by applying basic principles and processes of the sciences, arts and humanities
- Communicate ideas through written and spoken language, mathematical symbols and aesthetic expression

Life-Long Learning

- Seek and value learning experiences
- Act as self-reliant learners
- Base actions on the knowledge that it is necessary to learn throughout life

Understanding and Relating to Others

- Act on the belief that each individual is worthwhile
- Base actions on the recognition that people differ in their values, behaviours and lifestyles
- Interact and feel comfortable with others who are different in race, religion, status or personal attributes
- Develop a sense of responsibility toward others

Career and Consumer Decisions

- Develop an awareness of career opportunities
- Develop interests and abilities in relation to vocational expectations
- Adapt to shifts in employment patterns and technology
- Make informed consumer decisions

Growing with Change

- Work toward immediate and long-term goals
- Base actions on an understanding that change is a natural process in society
- Select workable alternatives in response to changing conditions
- Develop confidence in making decisions that involve risk

Membership in Society

- Assume responsibility for their own actions
- Work with others to achieve individual and group goals
- Participate in the democratic processes of government and perform the duties of citizenship
- Respect the rights and property of others
- Act with honesty, integrity, compassion and fairness
- Develop a sense of national pride and acknowledge the need for international understanding
- Work toward greater social justice
- Assume responsibility for dependent persons in a manner consistent with their needs
- Respect law and authority
- Exercise the right of dissent responsibly

Self-Concept Development

- Perceive themselves in a positive way
- Appreciate their own abilities and limitations
- Set and work toward personal goals
- Assess praise and criticism realistically
- Present themselves with confidence

Positive Lifestyle

- Practise appropriate personal hygiene, engage in sufficient physical activity, and maintain a nutritionally balanced diet
- Avoid harmful use of alcohol and other drugs
- Cultivate interests that may be the basis for personal development and leisure pursuits
- Recognize the importance of productive activity
- Display initiative and pursue tasks diligently
- Maintain a safe and healthful community
- Respect and seek to enhance the environment
- Appreciate beauty in its many natural and constructed forms
- Express themselves creatively

Spiritual Development

- Seek an understanding of the purpose and worth of human existence
- Develop a knowledge of God
- Respect family, religion and culture in a pluralistic society

Message from the Minister

The people of Saskatchewan have a diversity of experiences, cultures, abilities and needs. This diversity brings both strengths and challenges to the education system. How can we make use of the experiences, cultures and abilities of all to meet the needs of each and every individual? Initiatives such as School[PLUS] and the Aboriginal Education Action Plan confront us and ask us to provide an environment where all students receive equitable opportunity and maximized outcomes. Because we believe in the principle of a common humanity, we must ensure that these programs are successful.

We need children, youth and adults who excel in basic reading, writing, computation and problem solving skills. We need a citizenry who excels in 'strong sense' thinking, critically considering the viewpoints and ideas of others in arriving at creative and best solutions to complex problems. We need people with a social conscience and high self-esteem who can clearly communicate and discuss viewpoints, ideas and solutions to minimize misunderstandings and misguided aggression. Success in the development of these skills and dispositions in our children and youth is a joint responsibility, shared among all citizens of the province.

Our system today relies on the contributions of many. Thank you to all the teachers, administrators, board members, parents and communities whose commitment to quality have brought us the system we have today. I ask for continued commitment to improvement so that the future can be better for all. I pledge the support of the Government to serve the best interests of the system.

Together, we can make a difference. Together, we must make a difference.

Judy Junor
Minister of Education

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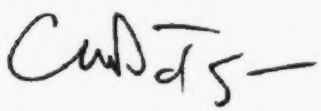
Introduction

Two stark assertions come to mind when reflecting on the quality of our schools. First, today's schools are better than at any previous time in human history. Second, today's schools are not meeting society's expectations, and the need for reform is imperative.

In support of the first assertion, Saskatchewan's educational practices, curricula, and policy and program directions are grounded in research and have been developed collaboratively with education partners. This has contributed to the province's national reputation for leadership and excellence in the quality of its curriculum and its responsiveness and innovation in meeting the diverse needs of students. More and more Saskatchewan youth are completing Grade 12, gaining basic knowledge and skills, acquiring relevant technological skills, developing capacities to think creatively and critically, and pursuing post-secondary education experiences. These outcomes lead to full participation and contribution as citizens of this province.

Complementing the first assertion is the second. Today, complex social and economic changes are having a profound impact on the needs of students and on the public's expectations of schools to prepare *all* Saskatchewan's young people to succeed in the knowledge economy. We know that not all students are achieving high degrees of success across the common essential learnings in all areas of study. We desire all our students to master the higher order skills of analysis, synthesis, expression and innovation. We realize the importance of ensuring equity, effectiveness and success for Métis and First Nations students. The Task Force on the Role of School (1999-2002) challenges the system to invoke change to fully actualize "effective practices", at a consistent and high standard in every school and for every child and young person across the province.

Increasingly, educators are drawing on assessment and data collection practices to provide themselves with the information they need to inform planning, instructional practice and continuous program improvement. The *Saskatchewan Education Indicators Program* is one source for this information. The Program is committed to collecting and reporting broad-based information to provide recent snapshots, show past trends, and to support data-driven decision-making to enhance student learning in the future.



Craig Dotson,
Deputy Minister of Learning

About Indicators

The *Saskatchewan Education Indicators Program* presents data and information that describe a number of aspects of the education system. This report includes three types of indicators:

- *Context indicators* describe the social, economic and demographic influences on the education system.
- *Process indicators* provide information about how things are done within the education system, including descriptions of policies, resources and activities.
- *Outcome indicators* provide information about results.

For ease of wording, some statements in the report compare Saskatchewan results with Canadian results. These refer to Canada, as a whole, and recognize that Saskatchewan is part of Canada.

This report presents indicators showing how trends have developed over time, how information compares between Saskatchewan and other parts of Canada, how information compares among northern, rural or urban settings, and/or how information compares with provincial standards. For the most part, the indicators are presented without exploring the reasons behind any trends or comparisons, nor any implications and recommendations related to those trends or comparisons. Attempts have been made to minimize attaching 'good' or 'bad' value to the trends or comparisons. Instead, the indicators presented in the report are intended to inform discussion by educators and decision-makers as they contemplate the status and quality of the education system. It is expected that exploration of reasons, placement of value, formulation of recommendations, and initiation of actions will occur during such discussions.

The *Saskatchewan Education Indicators Program* draws data from many sources to create a comprehensive picture of the provincial education system. These sources include the Provincial Learning Assessment and Curriculum Evaluation Programs, databases maintained by Saskatchewan Learning, Statistics Canada studies, and national and international assessments and surveys. In this report, data from these sources have been organized into four sections:

- **The Saskatchewan Scene** – describes demographic, social and economic trends that influence the education system as a whole and the lives of families and children.
- **Saskatchewan's Education System** – describes the province's education system.
- **Student Goals** – provides indicators related to the development of students' social and personal skills as well as basic academic skills.
- **System Goals** – provides indicators related to the overall performance of the education system in the areas of relevance, equity, accessibility and responsiveness.

The Saskatchewan Scene

103-05625/

Context indicators describe provincial and national trends that have an impact on Saskatchewan's education system. Demographic, social and economic trends are all important. These trends can affect the needs of students, the public's expectations of education, the nature of the education system and the resources available for education. For example, the age of the population, where it is located and how it participates in the labour market are all important considerations in planning for the availability and use of resources in providing high-quality education for all students in all parts of the province.

In this section, three types of trends are discussed:

- Demographic Trends in Saskatchewan
- Social Trends
- Economic and Labour Trends

Demographic Trends in Saskatchewan

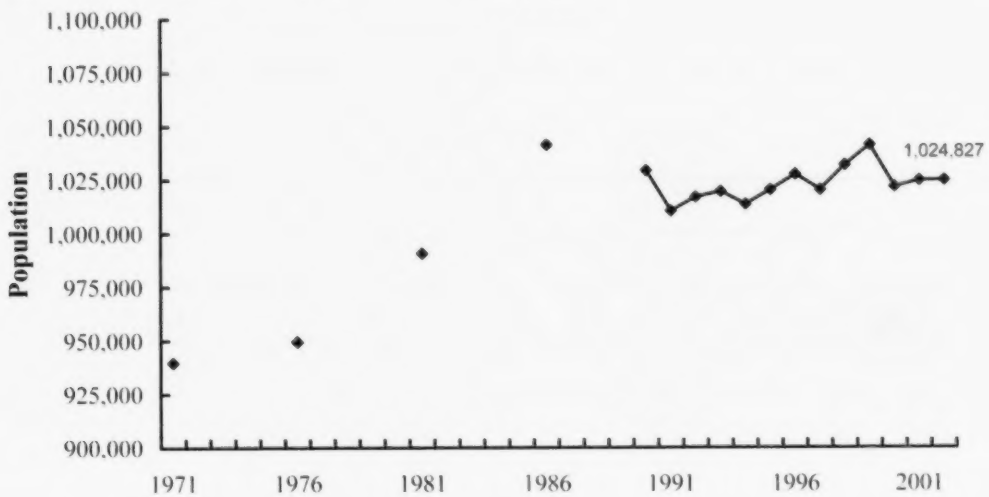
Saskatchewan's population

- *stable, at just over one million*
- *aging, overall*
- *young and growing Aboriginal population*
- *shifting from rural to urban settings*

What is the size of Saskatchewan's population?

Saskatchewan's population was 1,024,827 people in June 2002, up 3,065 from 2000. Saskatchewan's population has remained just above one million residents during the last two decades (Figure 1).

Figure 1: Saskatchewan's Population, 1971 to 2002



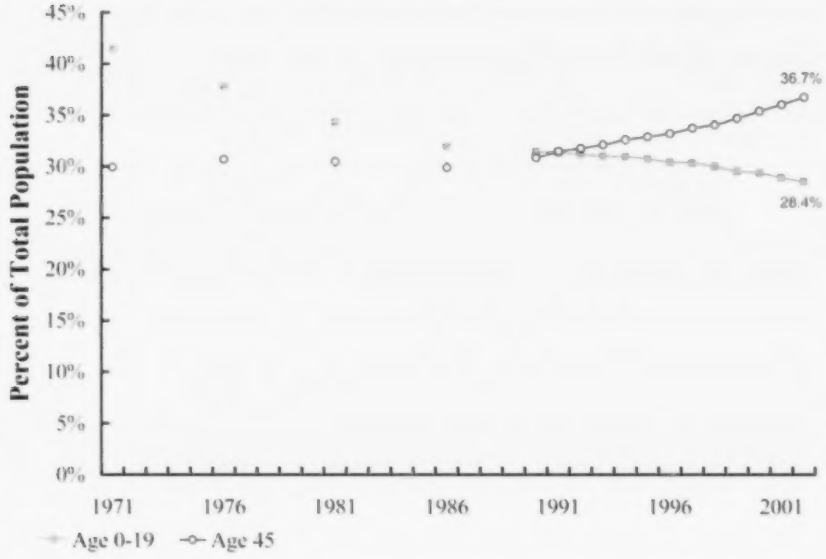
Note: Population numbers are as of June 1 of each year.

Source: Saskatchewan Health. (2002). *2002 Covered Population Book*. Regina, SK.

Saskatchewan's population as a whole is aging. In the past decade, the proportion of the age 45 and over population has increased from about 30 percent to 37 percent. During this same period, the proportion of the population younger than age 20 has declined to just over 28 percent, well below the over 40 percent figures of the early 1970's. Saskatchewan's proportion of youth is among the highest in the country, as this trend of decreasing youth populations has occurred in all the provinces (Figure 2).

In 1993 in Saskatchewan, the number of pre-school-aged children (age 0-4) was similar to the number of youth who would be completing high school within five years (age 13-17). In 2002, the number of pre-school-aged children was 61,958, well below the nearly 80,000 youth aged 13-17.

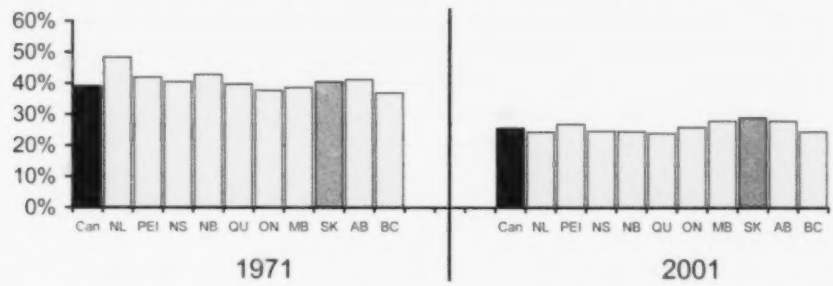
Figure 2: Age Distribution of Saskatchewan's Population, 1971 to 2002



2002 Age Distribution

Age	Population
0-4	61,958
5-9	69,924
10-14	78,206
15-19	81,154
20-29	140,949
30-39	136,195
40-49	156,733
50-59	111,117
60-69	76,936
70+	111,655

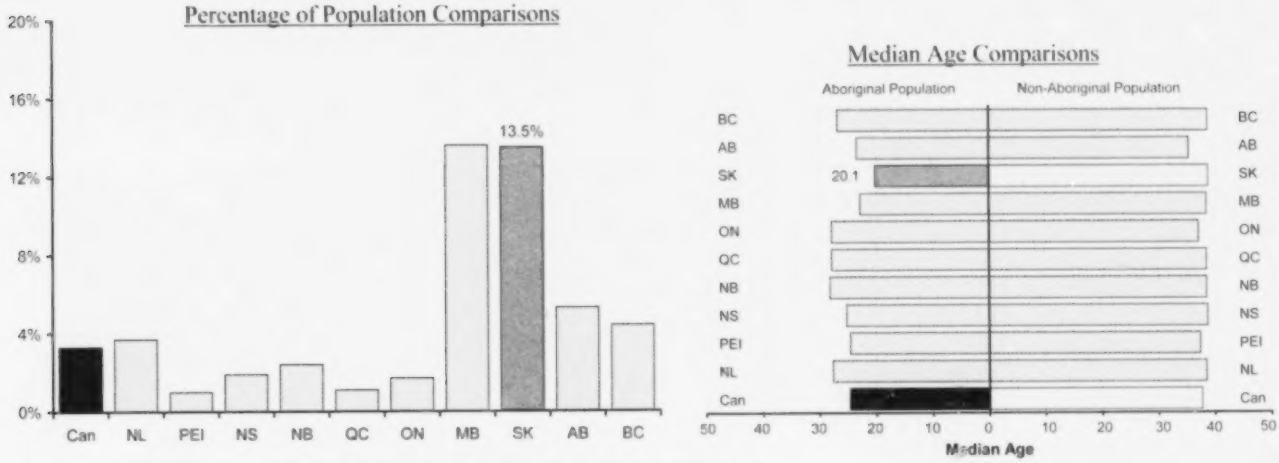
Percentage of Population Under Age 20, Canada and Provinces, 1971 and 2001



Source: Saskatchewan Health. (2002). *2002 Covered Population Book*. Regina, SK.
Statistics Canada. (2002). CANSIM II Data (Table 051-0001).

In 2001, over 13 percent of Saskatchewan's population was represented by Aboriginal people, among the highest in Canada. Figure 3 compares the median age of the Aboriginal and non-Aboriginal populations in each province and in Canada as a whole. In each case, the Aboriginal population is much younger than the non-Aboriginal population. About half of the Aboriginal population in Saskatchewan is under the age of 20 (median age 20.1). This is the youngest median age among the provinces.

Figure 3: Aboriginal Population, Percentage of the Overall Population, and Median Age, Canada and the Provinces, 2001

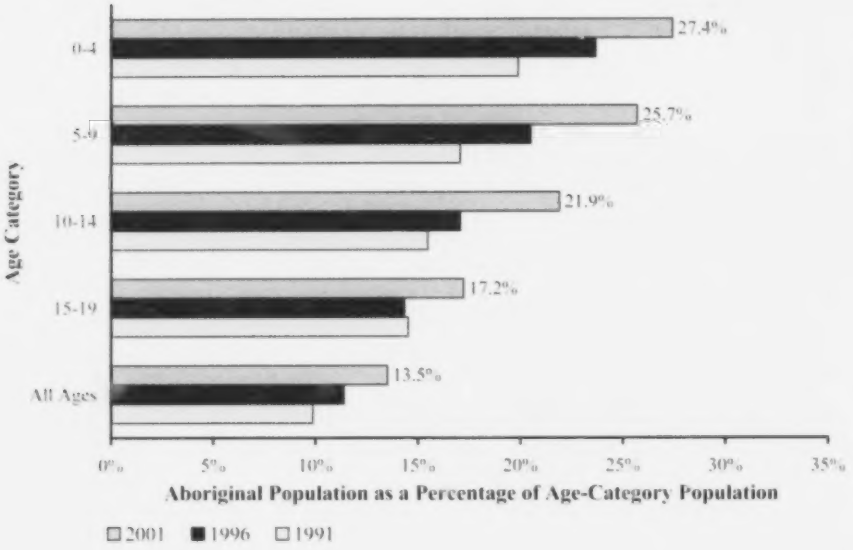


Note: The 2001 Census excludes data from one or more incompletely enumerated First Nations reserves in Quebec, Ontario, Manitoba, Saskatchewan, Alberta and British Columbia.

Source: Statistics Canada. (2003). *2001 Census data.* (http://www12.statcan.ca/english/census01/products/standard/themes/index.cfm)

Not only is the Aboriginal population in Saskatchewan young, but it is growing in proportion to the total population, particularly at the Kindergarten to Grade 12 school ages. Figure 4 shows the proportional growth in the Aboriginal population between 1991 and 2001. In 2001, Aboriginal peoples represented 27.4 percent of the pre-school-aged population and about 22 percent of the school-aged population. These proportions are up about 6-7 percentage points from 1991. Although growing in proportion, according to the 2001 Census, the number of Aboriginal children aged 0-4 (16,790) is a smaller group than the number of Aboriginal children aged 5-9 (17,885).

Figure 4: Saskatchewan Aboriginal Population, by Age Category and as a Percentage of the Population of Selected Age Categories, 1991, 1996 and 2001



2001 Aboriginal Population

Age	Population
0-4	16,790
5-9	17,885
10-14	16,860
15-19	13,395
20-24	10,565
25-34	18,870
35-44	16,350
45-54	9,885
55-64	5,375
65+	4,210
All Ages	130,190

Note: The 2001 Census excludes data from one or more incompletely enumerated First Nations reserves in Quebec, Ontario, Manitoba, Saskatchewan, Alberta and British Columbia.

Source: Statistics Canada. (1998). *Dimension Series: Package D7, Table ABOR3.* (Electronic Product).

Statistics Canada. (2003). *2001 Census data.* (http://www12.statcan.ca/english/census01/products/standard/themes/index.cfm)

In 2001, over 60 percent of Saskatchewan children and youth aged 0-19 lived in urban areas of the province. Thirty percent lived in rural areas and almost 10 percent lived on First Nations reserves. The distribution of children and youth shown in Figure 5 indicates rural areas may experience smaller proportions of youth in the near future. For instance, there were about 52 youth aged 15-19 living in rural areas for every 100 youth aged 15-19 living in urban areas, whereas for the aged 0-4 children, the ratio is reduced to 43 children in rural areas for every 100 children in urban areas.

In 2001, almost 40 percent of Aboriginal youth under age 20 lived on First Nations reserves and about 45 percent lived in urban areas.

Figure 5: Number of Saskatchewan Children and Youth, Aboriginal and Non-Aboriginal, by Age Category, by Location of Residence, 2001

	Age 0-4	Age 5-9	Age 10-14	Age 15-19
Aboriginal Population ...				
On-reserve	6,070	6,725	6,770	5,320
Off-reserve ...				
Rural location	2,430	2,900	2,950	2,320
Urban location	8,285	8,255	7,140	5,760
Non-Aboriginal Population ...				
On-reserve	65	75	55	60
Off-reserve ...				
Rural location	14,065	17,475	21,670	22,570
Urban location	30,255	34,105	38,330	41,675

Percentage of Age 0-19 Total Population, by Location

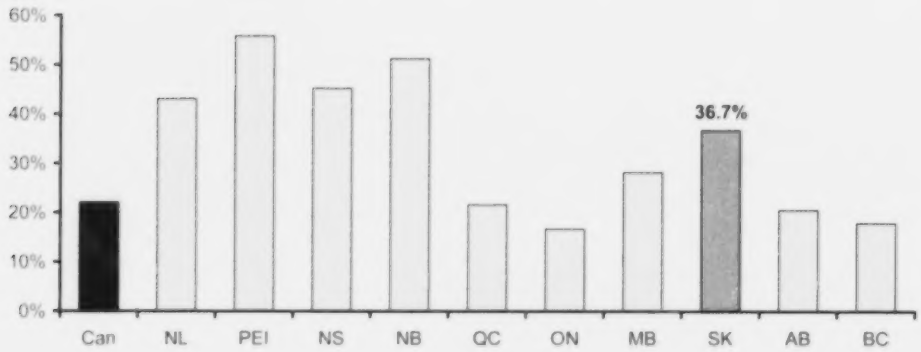
Note: The 2001 Census excludes data from one or more incompletely enumerated First Nations reserves in Quebec, Ontario, Manitoba, Saskatchewan, Alberta and British Columbia.

Source: Statistics Canada. (2003). *2001 Census data.* (http://www12.statcan.ca/english/census01/products/standard/themes/index.cfm)

More people in Saskatchewan than in most other provinces live in rural settings. Figure 6 shows that in 1996, 37 percent of Saskatchewan's population were rural residents, down from almost 45 percent in 1976.

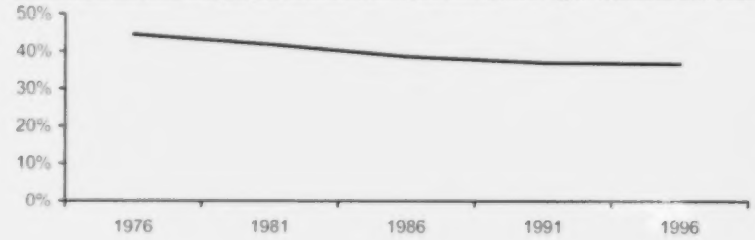
The education system is committed to quality education for all children and youth, regardless of where they live. As population numbers decrease in certain regions of the province, the challenge continues to provide equity of opportunity and benefit in the absence of economies of scale.

Figure 6: Rural Population as a Percentage of Total Population, Canada and the Provinces, 1996



Note: An urban area is defined as having a minimum population of 1,000 and a population density of at least 400 people per square kilometre.

Saskatchewan Rural Population as a Percentage of the Total Population, 1976 to 1996

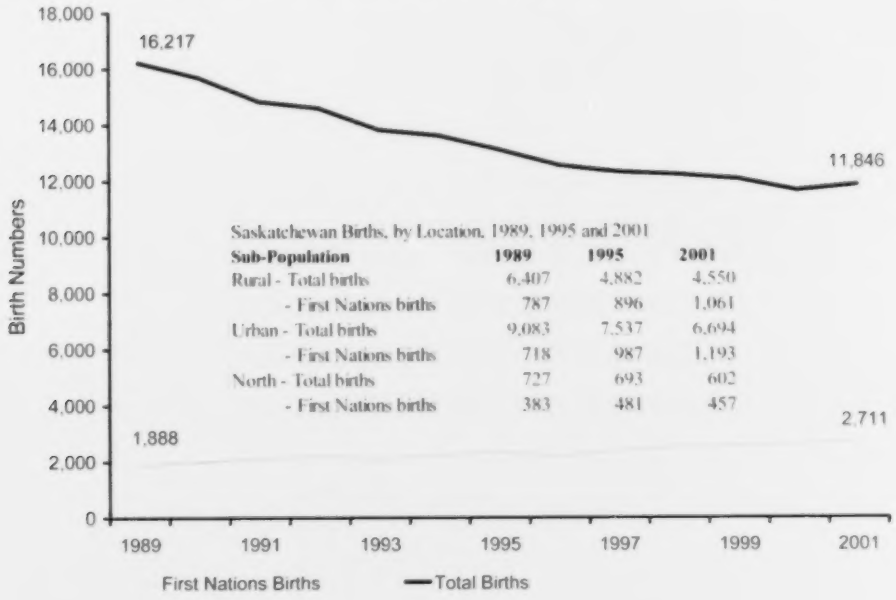


Source: Statistics Canada. Census of Canada, as cited in Saskatchewan Bureau of Statistics. (2000). *Saskatchewan Economic Review, 1999 (#53)*. Regina, SK: http://www.gov.sk.ca/bureau-statistics/sker-99.pdf

Statistics Canada. (2002). *CANSIM II Data (Table 109-0011)*.

Birth data suggests the demographic trends in Saskatchewan are likely to continue. Figure 7 shows that overall annual birth numbers declined from 16,217 in 1989 to 11,846 in 2001, while during the same period First Nations births increased from 1,888 to 2,711. During this time, declines in birth numbers occurred more significantly in rural settings (-29 percent) and urban settings (-26 percent), and less so in the North (-17 percent).

Figure 7: Birth Numbers, Saskatchewan, 1989 to 2001



Saskatchewan Births, by Location, 1989, 1995 and 2001

Sub-Population	1989	1995	2001
Rural - Total births	6,407	4,882	4,550
- First Nations births	787	896	1,061
Urban - Total births	9,083	7,537	6,694
- First Nations births	718	987	1,193
North - Total births	727	693	602
- First Nations births	383	481	457

Source: Saskatchewan Health. (2002). *Health Population Data*. Regina, SK.

Social Trends in Saskatchewan

Our world continues to change at an increasing rate. Changes can pose challenges and create opportunities both for our youth and for the education system in the preparation of those youth. An important goal of education is that all youth will develop the necessary skills to overcome obstacles and recognize opportunities as they adapt to, benefit from and contribute to a dynamic society. This section identifies some of the social contexts for education in Saskatchewan.

How commonplace are computers in Saskatchewan households?

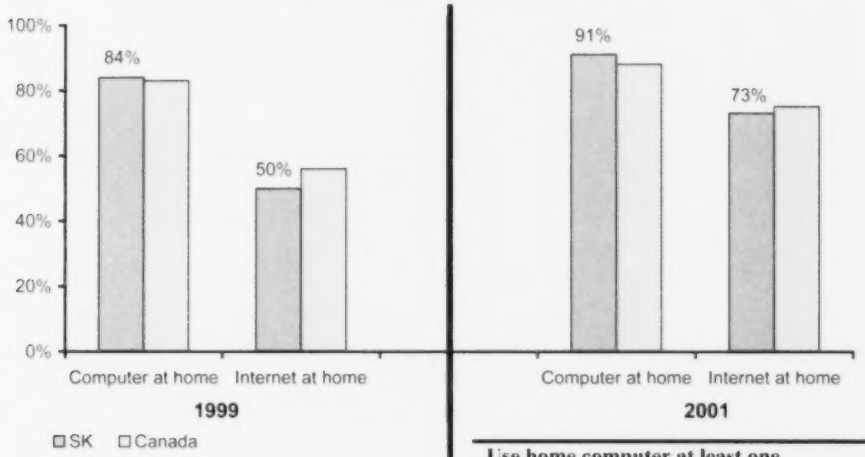
Expectations of quality, productivity and accessibility have escalated, requiring growing knowledge, skill and creativity to capably respond to those expectations. The computer, email and the Internet have increased our workloads and, at the same time, provided resources to address our workloads. The advent of computers with greater power, speed and storage capacity at decreasing costs has allowed the computer to become a common fixture in many households in the province.

In Saskatchewan

- *most homes have and use computers*
- *increasing proportions of families with young children are lone-parent families*
- *almost one in five children live in poverty – high, but among the lowest rates in the country*
- *43 percent of Saskatchewan children moved at least once between 1996 and 2001*
- *9 out of 10 youth have good functional health – 9 out of 10 have no risk of depression*
- *birth rates to teens are among the highest in the country*
- *youth crime charge rates are double the Canadian rate*

Increasing numbers of students have computers and access to the Internet at home. In 2001, about nine out of ten Saskatchewan 13- and 16-year-old students report access to a computer at home, up from 84 percent two years earlier. Access at home to the Internet increased dramatically in the short two-year period, from 50 percent to 73 percent of 13- and 16-year-olds. These percentages are similar to overall Canada figures. About half the surveyed students use their home computer for school purposes at least one hour per week (Figure 8).

Figure 8: Availability and School-Related Use of Computers at Home, Saskatchewan and Canada, 1999 and 2001



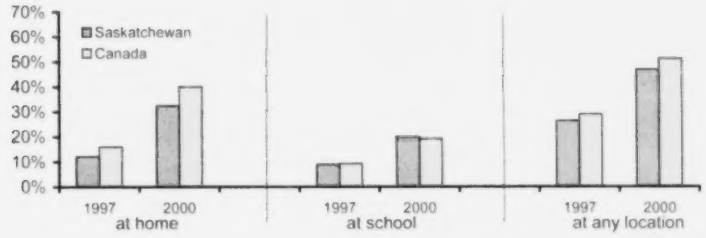
Use home computer at least one hour per week for:		SK	Canada
Learning math	13-year-olds	6%	7%
	16-year-olds	4%	6%
For other school work	13-year-olds	47%	50%
	16-year-olds	51%	60%
For entertainment	13-year-olds	76%	78%
	16-year-olds	64%	71%

Source: Council of Ministers of Education, Canada. (2002). *School Achievement Indicators Program (SAIP) Data*. Toronto, ON.

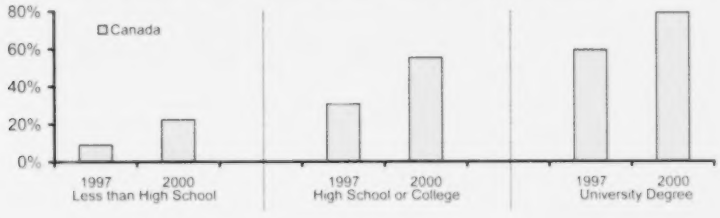
As expected, increased Internet access at home has translated to increased numbers of regular-user households and broader purposes of use. Figure 9 shows that the percentage of Saskatchewan households regularly using the Internet at home almost tripled from 1997 to 2000. More and more, the Internet is becoming a common means of gathering information, communicating and doing business. Internet connections are much more common in households where the head of the household has higher education levels than those of lower education levels; however, substantial gains have occurred in all household types.

Figure 9: Percentage of Households Using the Internet, by Location of Use, by Education Level of Household Head, and by Purpose, 1997 and 2000

... where



... by educational level of household head (use at any location)



... by Internet activity purpose (regular home-user household)

Percentage of Regular Home-User Households Engaging in the Following Internet Activities at Home, Canada

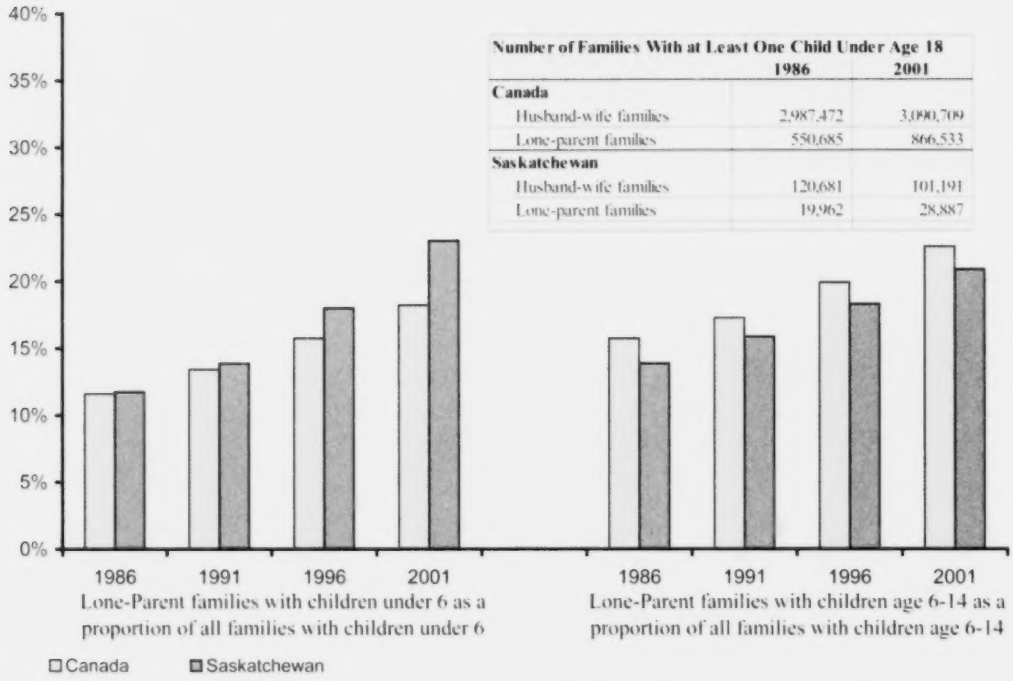
	1997	2000
E-mail	83%	93%
Electronic banking	20%	37%
Purchasing goods and services	9%	24%
Medical or health information	-	57%
Formal education/training	-	47%
Government information	-	47%
Playing games	-	45%
Chat groups	-	27%
View the news	-	51%

Source: Statistics Canada. (2002). *CANSIM II data (Tables 358-0002, 358-0005, and 358-0006).*

Children attending school come from a variety of family structures including lone-parent, two-parent, blended and extended families. The factors that contribute to the level of support provided to a child is unique from one family to another; however, some challenges in providing that support may be similar for families in similar structures. Educators and policy-makers need to consider a broad range of family structures and backgrounds when planning for learning activities and school-home partnering and communication.

In 2001, almost one in four Saskatchewan families parenting a child under age 6 was supported by a lone-parent, about double the proportion in 1986 and higher than the Canadian proportion. About 21 percent of Saskatchewan families with a child age 6-14 were lone-parent families in 2001, slightly lower than the Canadian percentage (Figure 10).

Figure 10: Families by Age of Children, by Family Structure, Canada and Saskatchewan, 1986, 1991, 1996 and 2001



Number of Families With at Least One Child Under Age 18	1986	2001
Canada		
Husband-wife families	2,987,472	3,000,709
Lone-parent families	550,685	866,533
Saskatchewan		
Husband-wife families	120,681	101,191
Lone-parent families	19,962	28,887

Note: Husband-wife families include common-law and blended family relationships.

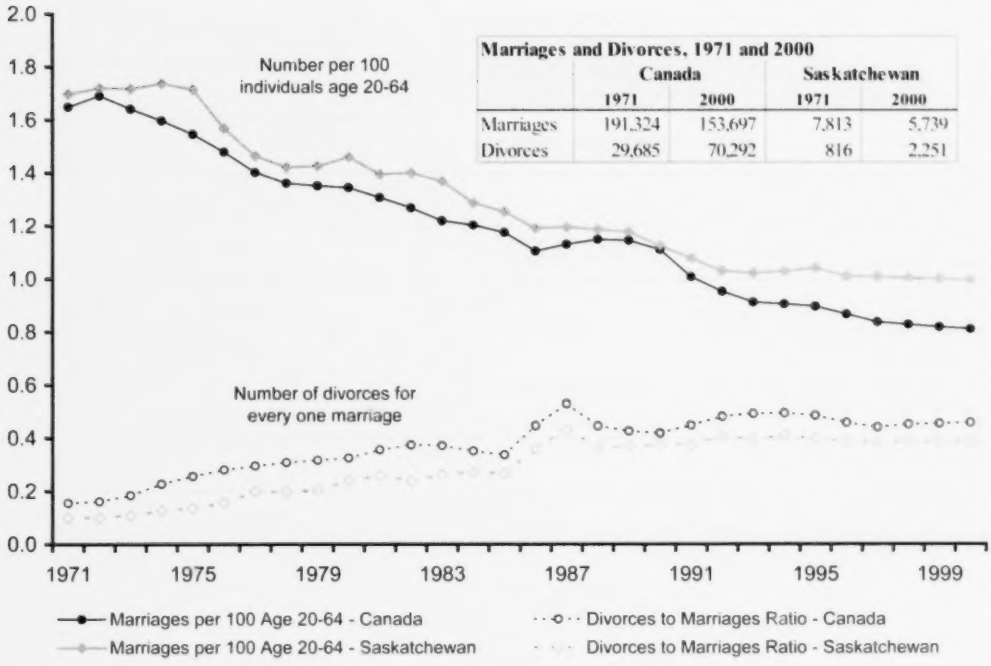
Source: Statistics Canada. (2002). *Annual Demographics Statistics, 2001 (Table 4.8)*. Catalogue #91-213-XPB. Ottawa, ON.

Statistics Canada. (2002). *CANSIM II Data (Table 106-9001)*.

Marriage or divorce introduces change that can have significant impact on children or youth in those families. How well this change is managed can determine how the experience will affect their personal, social and intellectual development.

Figure 11 shows the marriage rate for 2000 in Canada (0.8 per 100 individuals age 20-64) was about half the marriage rate in 1971. In 2000, the Saskatchewan rate was higher at 1.0 marriages per 100 individuals age 20-64. While the actual number of marriages each year decreased from 1971 to 2000, the number of divorces annually nearly tripled.

Figure 11: Marriages and Divorces, Canada and Saskatchewan, 1971 to 2000



Marriages and Divorces, 1971 and 2000

	Canada		Saskatchewan	
	1971	2000	1971	2000
Marriages	191,324	153,697	7,813	5,739
Divorces	29,685	70,292	816	2,251

Source: Statistics Canada. (2002). *CANSIM II data (Tables 051-0001, 053-0001 and 053-0002).*

What percentage of Saskatchewan children live in poverty?

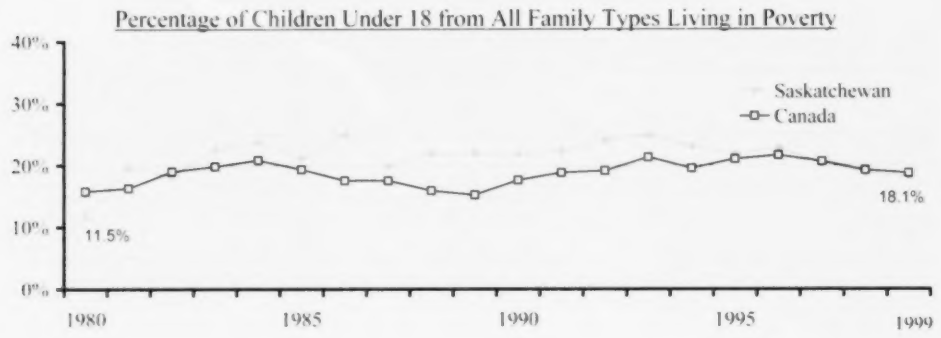
Although poverty does not harm all children, it does put them at greater developmental risk. Poverty can and does have adverse effects on children's cognitive, physical and social development, reducing their chances of success in school and later on in their work lives. The challenge is to support the development of these children so they do not grow up to be poor adults.

The percentage of children living in poverty in 1999 was lower than that of any other year since the early 1980's. Still, almost 50,000 (18.1 percent of) Saskatchewan children lived in poverty in 1999. This percentage is similar to the Canadian percentage.

Overall in 1999, the pre-tax percentage (11.3 percent) of Saskatchewan families with children under age 18 living in poverty was lower than most provinces, and the post-tax poverty rate (6.7 percent) was lower than all provinces except Prince Edward Island. Poverty rates were greatest in families headed by lone-parent mothers, where nearly one in two families lived below the low-income cut-off level, before taxes (Figure 12).

Figure 12: Children Under 18 Living in Poverty, by Family Type, Saskatchewan and Canada, 1980 - 1999

Family Type		Poverty Rates: Pre-Tax	Post-Tax	Provinces with equal or lower rates than SK: Pre-Tax	Post-Tax
All Family Types	SK	11.3%	6.7%	PEI, ON, AB	PEI
	Canada	12.2%	8.6%		
Couples with Children	SK	8%	5%	NS	-
	Canada	10%	7%		
Single-Mother Families	SK	46%	30%	AB	-
	Canada	52%	41%		



Note: Poverty is defined using Statistics Canada's low income cut-offs for the specified years. These figures differ slightly from previously reported figures because of adjustments made in the source data. The sample on which the figures are based did not include those living on reserves nor those living in institutions.

Source: National Council of Welfare. (2002). *Poverty Profile, 1999*. Ottawa, ON.

In Canada, not only is poverty experienced most frequently by children in lone-mother families, but both the depth and duration of their poverty are most severe. Of those lone-mother families in poverty, over 40 percent spent each of the six years prior to1999 in poverty, and about one-third had income less than 75 percent of the low-income cut-off level.

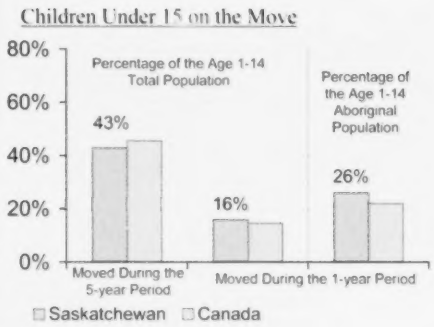
When children move from one location to another, they often need to make new friends, attend new schools and adapt to other family stresses that may accompany a move. The potential for discontinuity in learning and self-development increases with frequent relocations.

About one in seven Saskatchewan residents moved in the year prior to the 2001 Census, and almost two in five moved at least once during the five years preceding the Census. Relocation percentages are almost identical for Saskatchewan and Canada for the one-year period, but lower in Saskatchewan than in Canada for the five-year period. Mobility figures are down marginally from those reported for the 1996 Census (Figure 13).

Slightly higher percentages of children under age 15 were involved in these moves. About 16 percent of Saskatchewan children moved at least once during the one-year period and 43 percent moved at least once during the five-year period. In Saskatchewan, about one in four Aboriginal children changed residence in the year prior to the 2001 Census, higher than the percentage of other Aboriginal children in Canada, and substantively higher than the percentages for the total population.

Figure 13: Change in Residence Over the Past One-Year and Five-Year Periods, Saskatchewan and Canada, 1996 Census and 2001 Census

		Saskatchewan		Canada
		1996	2001	2001
Population one year of age and older who moved in the previous year	Total Population	152,465 (15.8%)	137,185 (14.4%)	4,191,265 (14.3%)
	Aboriginal Population	31,150 (29.3%)	32,165 (25.3%)	210,235 (22.0%)
Population five years of age and older who moved in the previous 5 years	Total Population	349,660 (38.6%)	345,885 (38.4%)	11,710,325 (41.9%)



Source: Statistics Canada. (2002). *2001 Census of Canada.* December 10, 2002 and January 21, 2003 releases (http://www12.statcan.ca/english/census01/release/index.cfm).

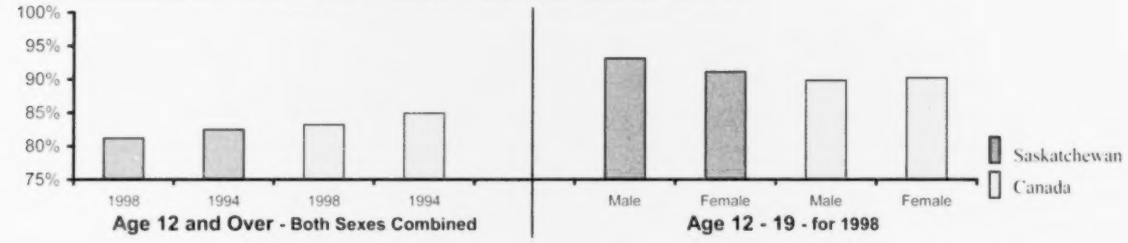
Monitoring the health and health-related attitudes and activities of the population provide both an indication of how the public is responding to healthy lifestyle education and how budget pressures may influence public expenditures in the future.

In 1998, more than 90 percent of Saskatchewan youth had very good or perfect functional health, and more than 90 percent had no risk of depression, slight improvements over 1994. About 40 percent of Saskatchewan current drinkers, aged 12-19, had five or more drinks on at least twelve occasions in the twelve months prior to the 1998 survey. This was double the percentage reporting similar drinking frequency in 1994, and is higher than the Canadian percentage (Figure 14).

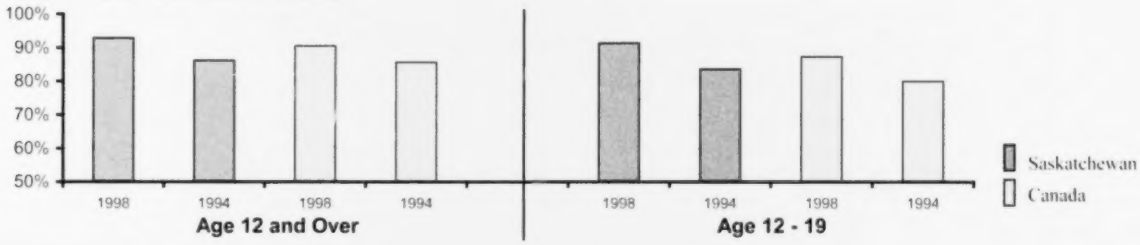
Figure 14 also shows the percentage of the population who describe themselves as daily smokers. Saskatchewan youth are less likely to smoke daily than Canadian youth and significantly less likely to do so than the adult population. Over 40 percent of current and former Saskatchewan smokers surveyed in 2000 reported starting smoking prior to the age of 15.

Figure 14: Health Status, Risk of Depression, Smoking Prevalence and Drinking Frequency, Saskatchewan and Canada, Age 12 and Over, Age 12-19, 1994 and 1998

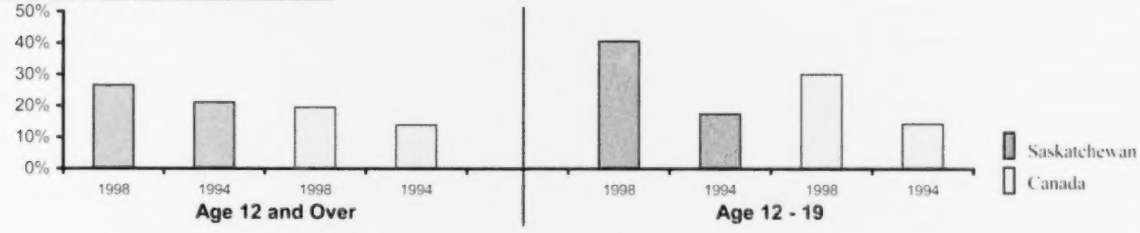
Functional Health Status - Percentage with very good or perfect functional health



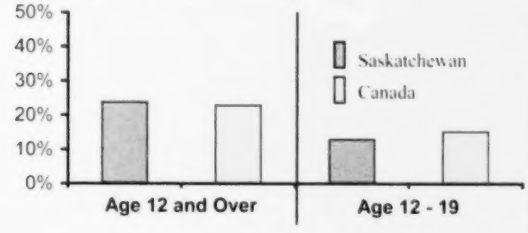
Percentage with no risk of depression



Percentage of current drinkers who have had 5 or more drinks on 12 or more occasions in the previous 12 months



Percentage who are daily smokers, 1998



Smoking Initiation Age of Current and Former Smokers, Saskatchewan, 2000

		Percentage of Age Group Who Started Smoking at Age ...		
Current Age	Smokers	5-11	12-14	15-19
12-14	8,270	51%	48%	-
15-19	34,085	14%	52%	34%
20-34	125,539	11%	34%	49%
12 and over	535,334	10%	32%	46%

Note: Number of smokers include both current and former smokers.

Note: [1]Functional health is based on a description and a valuation of health according to the Comprehenisive Health Status Measurement System.

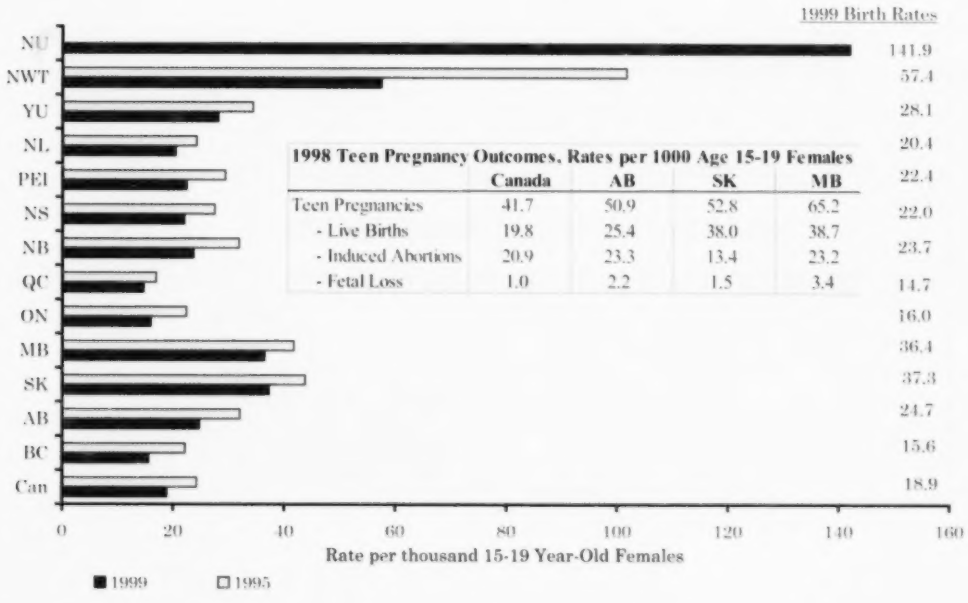
Source: Statistics Canada. (2002). *CANSIM II data (Tables 104-0005, 104-0013, 104-0027, 104-0031 and 105-0052).*

What are birth rates and pregnancy rates among teens?

Teen pregnancy influences the lives of both the young mother and her infant. The young mother's chances of finishing school are reduced and her potential for living in poverty increased. Her child's chances of low birth weight, accompanied by subsequent developmental problems and a life of poverty, are increased.

In 1999, Saskatchewan's birth rate of 37.3 births per thousand 15- to 19-year-old females is highest among the provinces and nearly double the Canadian rate, but less than the 44.5 figure in 1995. However, the 1998 teen pregnancy outcome chart (Figure 15) shows teen pregnancy rates in Saskatchewan may not vary from other provinces as much as is indicated in the graph. Instead, Saskatchewan teens are more likely than teens in other provinces to choose to carry their child to term.

Figure 15: Birth Rates and Teen Pregnancy Outcomes Among Females Aged 15 to 19 Years, Canada and Provinces, 1995, 1998 and 1999



1998 Teen Pregnancy Outcomes, Rates per 1000 Age 15-19 Females

	Canada	AB	SK	MB
Teen Pregnancies	41.7	50.9	52.8	65.2
- Live Births	19.8	25.4	38.0	38.7
- Induced Abortions	20.9	23.3	13.4	23.2
- Fetal Loss	1.0	2.2	1.5	3.4

Source: Statistics Canada. (2002). *Annual Demographics Statistics, 2001 (Tables 1.16 through 1.29 and 5.4).* Catalogue #91-213-XPB. Ottawa, ON.

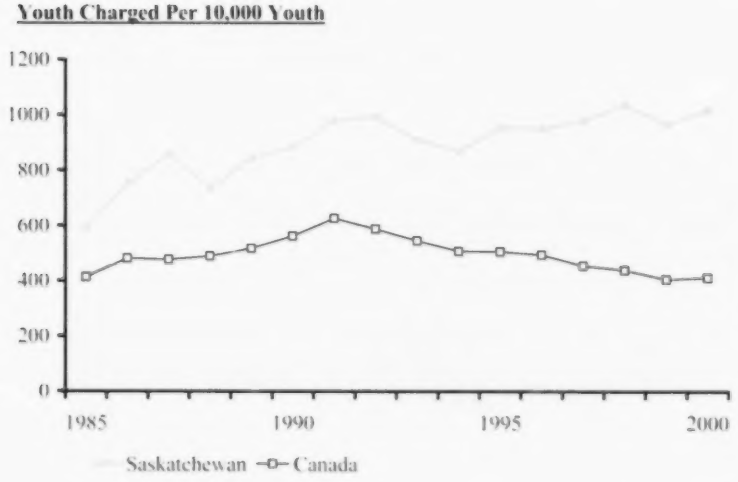
Statistics Canada. (2002). *CANSIM II Data (Table 106-9001).*

While the great majority of Saskatchewan youth have not had a brush with the law, others charged with criminal or statute offences are heard in youth court. Youth court outcomes include dismissal of charges, fines, probation, open custody and closed custody. These outcomes can lead to discontinuity in the youth's education and affect how the youth continues to mature in skills, attitudes and values in preparation of becoming a productive member of society.

Figure 16 shows that 9,738 Saskatchewan youth were charged in 2000, resulting in 8,960 cases before the youth courts. In all, 4,589 youths appeared in youth court (some youth appeared in more than one case, charged with more than one offence). Saskatchewan's youth charge rates are more than double the Canadian rates.

The widening gap in charge rates between Saskatchewan and Canada during the past decade may not indicate greater occurrences of crime in Saskatchewan, but may reflect different approaches taken across Canada that emphasize front-end, non-judicial interventions and alternative measures to custody. As similar approaches become more common in Saskatchewan, particularly in light of the *Youth Criminal Justice Act*, there will be implications for the education system.

Figure 16: Youth Charge Rates and Youth Court Statistics, Saskatchewan and Canada, 1985 to 2000



2000 Saskatchewan Youth Crime	
Youths Charged ...	9,738
Violent Crimes ...	1,421
Property Crimes ...	4,596
Youth Court Statistics:	
Charges ...	17,538
Cases ...	8,960
Persons ...	4,589

Note: Rates per 10,000 youth are based on the age 12-17 population. A youth may be charged in more than one incident or for different types of offence, so youths charged and rates involve double counting of individuals.

Source: Statistics Canada. (2002). *CANSIM II data (Tables 252-0002 and 051-0001).*

Economic and Labour Trends

Economic factors provide information emerging issues and competing pressures for resources, all of which influence children's quality of life, their ability to learn, and their potential for success in school and in life.

In Saskatchewan

- *the size of the labour force and employment rates have remained steady*
- *personal income has outpaced inflation since 1990*
- *educational attainment levels of the population have increased*
- *Grade 12 completion is key to being employed*
- *a university degree is key to being paid well on the job*

The Saskatchewan economy in 2001 was stronger than that of 1990. Adjusted for inflation, Saskatchewan's gross domestic product (GDP) increased more than 25 percent between 1990 and 2001. In 2001, the size of the labour force (over 500,000) and the percentage of the labour force employed (94.2 percent) were slightly higher than in 1990, but lower than in 2000. Overall, Saskatchewan citizens experienced increases in total personal income. The $23,521 per person income represents an increase of 33 percent from 1990 to 2001, slightly higher than the 27.8 percent inflation during that same period (Figure 17).

The graph in Figure 17 shows Saskatchewan economic data as a ratio of Canadian economic data. For instance, in 2001, the real GDP per capita ratio was 0.86, indicating Saskatchewan per capita GDP was about 86 percent of the corresponding Canadian figure. In this case, from 2000 to 2001, the ratio declined from about 0.90 to 0.86 even though the table shows the actual per capita GDP was almost unchanged over these years. The decrease in the ratio means that the Saskatchewan figure decreased relative to the Canadian figure.

The fluctuating trend lines for per capita GDP and per capita personal income displayed in the graph of Figure 17 show ratios have returned to about 0.85 for these measures. The relatively flat lines for employment rates and consumer price index represent similar changes in both Saskatchewan and Canada.

Figure 17: Selected Saskatchewan Economic Indicators and Canadian Comparisons, 1990 to 2001

	Saskatchewan				Canada
	1990	1995	2000	2001	2001
Personal Income (Per Capita)					
- Wages, salaries and supplementary labour income	9,512	10,931	13,475	13,925	17,988
- Net income received by farm operators from farm production	645	539	214	87	95
- Other income	7,468	8,140	9,334	9,510	9,673
- Total personal income	17,625	19,610	23,023	23,521	27,756
Labour Force	488,600	492,100	511,700	501,500	16,246,300
Employed as a Percentage of the Labour Force	93.0%	93.4%	94.8%	94.2%	92.8%
Consumer Price Index (1992 year = 100)	94.1	106.9	116.7	120.3	116.4
Real GDP (Thousands 1992$)	21,956	23,936	27,867	27,627	1,013,917
Real GDP Per Capita (1992$)	21,801	23,602	27,268	27,197	31,514

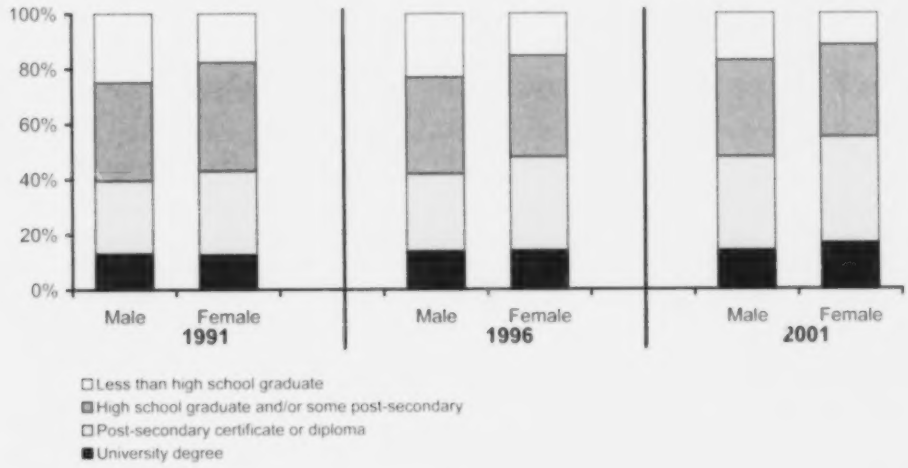
Note: Values on the graph greater than 1.00 indicate Saskatchewan's rate is higher than Canada's rate.

Source: Saskatchewan Bureau of Statistics. (2002). *Economic Review 2001*. Regina, SK.
Statistics Canada. (2002). *CANSIM II data (Tables 282-0002, 326-0002, 379-0017, 384-0001 and 384-0012)*.

How does educational level affect employment status and income?

The education levels of Saskatchewan's population have steadily increased. From 1991 to 2001, according to labour force survey estimates, the percentage of males and females (age 25-44) with at least a high school certificate increased from 75 percent to 83 percent and from 82 percent to 89 percent, respectively. In this ten-year period, the percentage of age 25-44 females with a post-secondary certificate, diploma or degree improved significantly from 43 percent to 55 percent (Figure 18).

Figure 18: Educational Attainment Level of Saskatchewan 25- to 44-Year-Olds, 1991, 1996 and 2001



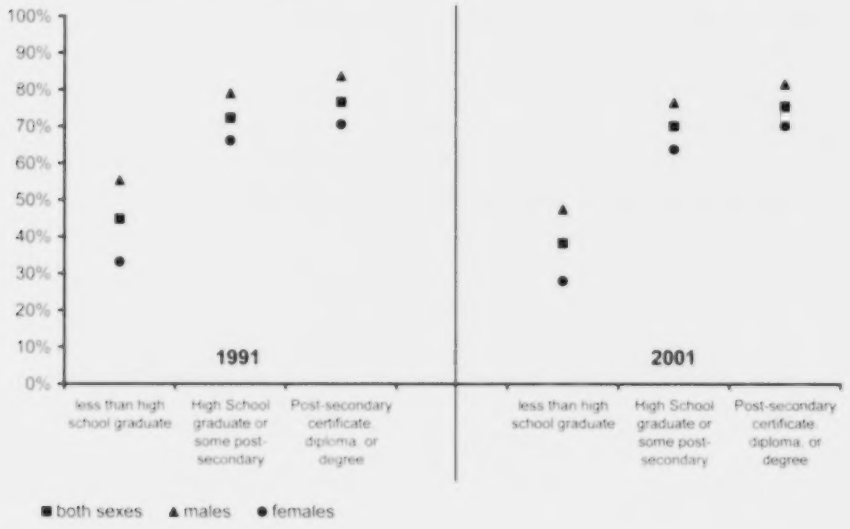
Source: Statistics Canada. (2002). *Labour Force Survey Data (CANSIM II Table 282-0004).*

The percentage of the population that is employed at any one time is dependent on a number of factors. These include how many people are actively looking for work (i.e., the size of the labour force) and how many employment opportunities are available (i.e., the state of the economy and labour market).

Figure 19 indicates that education level is a strong predictor of employment status. Over 70 percent of the age 25-44 Saskatchewan population with a high school certificate or higher education was employed in 2001, significantly higher than the employment percentage of those with less than a high school certificate. This discrepancy pattern is slightly greater than that seen in 1991. Discrepancies in employment rates between males and females are greatest for those with lower education. These findings are similar to those observed for overall Canadian results (not shown).

Where having at least a Grade 12 certificate is a significant contributing factor to being employed, having a university degree seems to be a significant contributing factor to being paid well for the work that is done. In 1995, the average work activity income of university graduates ($35,460 constant 1995 dollars) was 44 percent higher than that of high school and post-secondary certificate and diploma graduates. The discrepancy in average income of non-university-degree graduates was 16 percent higher than for those who did not complete Grade 12. Although the average work activity income of females is much lower than males, the relationship between educational attainment levels and income are similar for the female and male sub-populations (Figure 20).

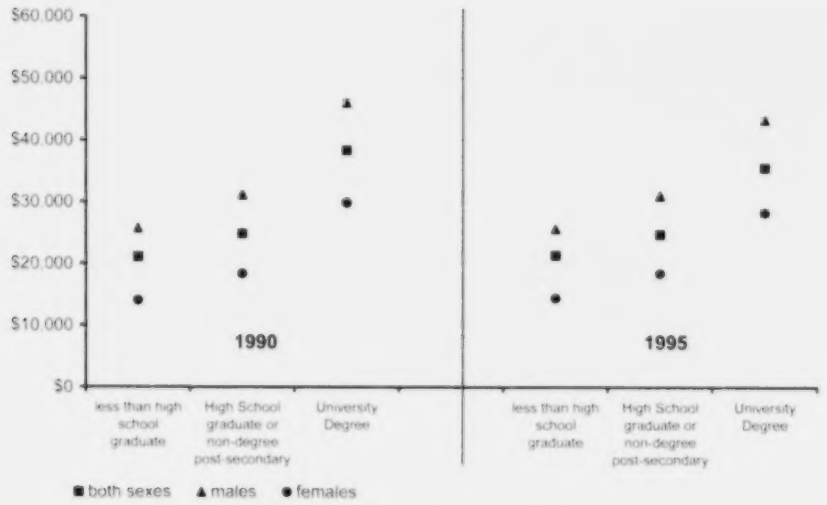
Figure 19: Percentage of Saskatchewan 25- to 44-Year-Olds Employed, by Education Level, 1991 and 2001



Note: Employment shown in the graph above is expressed as a percentage of the population, not a percentage of the labour force as shown in Figure 17.

Source: Statistics Canada. (2002). *Labour Force Survey Data (CANSIM II Table 282-0004).*

Figure 20: Employment Income of Saskatchewan 25- to 44-Year-Olds, by Education Level, 1990 and 1995



Note: Income is work activity income reported in **constant 1995 dollars**.

Source: Statistics Canada. (1998). *1996 Census Data.*

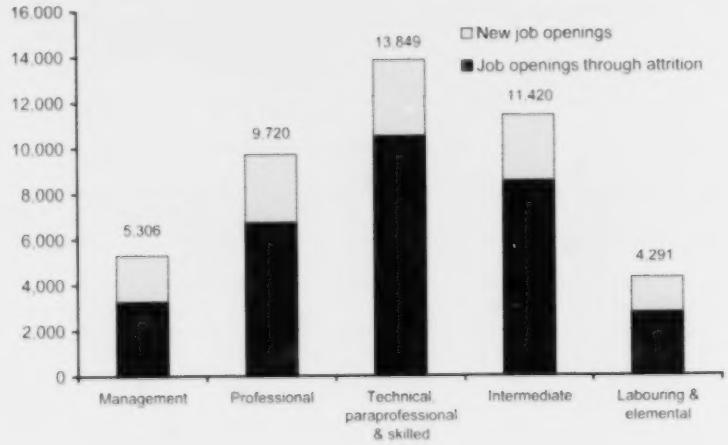
Individuals' skill levels, as defined by the minimum amount of education and training required to enter an occupation, affect their occupational choices and their ability to compete in the labour market. The National Occupational Classification system categorizes skill levels as follows:

- *Professional occupations* require a university degree or diploma;
- *Technical, paraprofessional and skilled occupations* require a community college or trade/vocational certificate or diploma;
- *Intermediate occupations* require high school graduation or up to two years of on-the-job training, training courses or specific work experience; and,
- *Labouring and elemental occupations* require less than high school graduation and/or on-the-job training.

Management occupations are not assigned a skill level category because factors other than education and training, such as previous experience, are often more significant determinants for employment.

Although job opportunities are forecast for citizens of all skill levels, occupations requiring post-secondary education continue to grow at a faster rate than those requiring high school graduation or lower education. About 29,000 (or 65 percent) of the almost 45,000 job opportunities forecast for 2000-2005 are expected to require management skills or post-secondary education (Figure 21). About three-quarters of all job opportunities are projected to be in the service-producing sector of the economy, primarily in business, trades, and sales and service occupations.

Figure 21: Projected Job Opening by Skill Level, Saskatchewan, 2000-05



Source: Saskatchewan Learning and Human Resources Development Canada. (2002). *Saskatchewan Employment Demand Forecast 2001*. Regina, SK.

Saskatchewan's Education System

This section primarily describes the education system and the human and financial resources committed to provincial schools. These indicators provide more specific context for student learning processes and outcomes.

Saskatchewan's education system is based on *The Education Act* and is made up of all the individuals and organizations that are committed to providing high-quality education for our youth. The education system is described under the following headings:

- Saskatchewan Students
- Saskatchewan Educators
- Saskatchewan Schools
- Saskatchewan School Divisions
- Education Finance

Most indicators in this section describe the provincially-funded education system. This means the numbers do not include independent school, home school or First Nations school data, unless otherwise noted.

Saskatchewan Students

Where do Saskatchewan youth receive their elementary and secondary education?

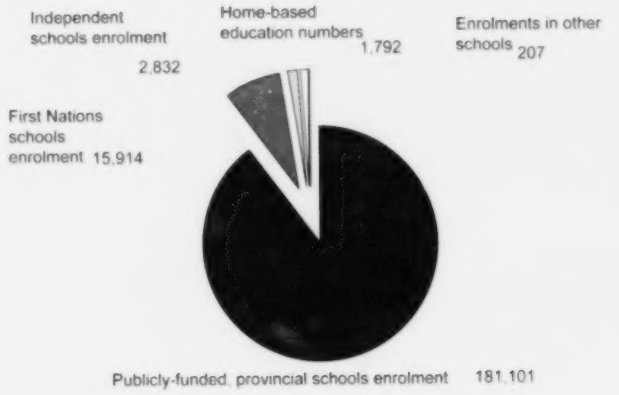
In Saskatchewan

- *parents have choices as to where their children will be educated*
- *there were about 202,000 students in 2001-02, of which 181,101 attended provincial schools*
- *the student population has been declining, particularly in recent years and in rural areas*

Although the large majority of children and youth attend publicly-funded, provincial schools, some parents and guardians may register their child in a First Nations school or independent school, or may facilitate their child's learning through home-based education.

In June 2002, there were 196,687 age 5-17 children and youth in Saskatchewan. Figure 22 provides an overview of numbers of children and youth pursuing their education at different institutions. About 90 percent of elementary/secondary students attended publicly-funded, provincial schools in 2001-02. The next few pages of this section provide greater detail and trends for student enrolments in these different institutions.

Figure 22: Number of Saskatchewan Youth Receiving Elementary or Secondary Education, by School Type, 2001-02


Independent schools enrolment 2,832
Home-based education numbers 1,792
Enrolments in other schools 207
First Nations schools enrolment 15,914
Publicly-funded, provincial schools enrolment 181,101

Note: Double counts can occur as student counts may occur at different times for different institutions. Student counts would include some children younger than five and some youth older than seventeen. Not all youth age 5-17 may be included in the totals. Other schools are those not registered as recognized independent schools.

Source: Saskatchewan Learning. (2002). *School Finance Data.* Regina, SK.
Saskatchewan Learning. (2002). *Independent Schools Data.* Regina, SK.
Department of Indian and Northern Affairs Canada. (2002). *Unpublished Data.* Regina, SK

How have publicly-funded, provincial enrolments changed in recent years?

During the 2001-02 school year, there were 181,101 Kindergarten to Grade 12 students in Saskatchewan's provincially-funded education system. This is a decrease of 3,393 students from the previous school year and a decrease of almost 15,000 since the 1991-92 school year.

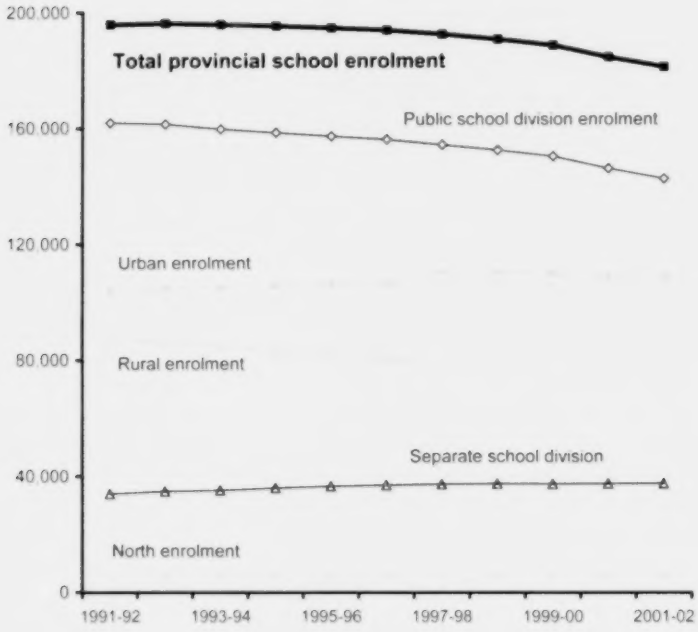
In the past decade, enrolments in public school divisions have declined 12 percent to 142,547 and enrolments in rural school divisions have fallen 24 percent to 66,436. Some of the rural student decline can be attributed to reporting changes when a school division is re-classified from rural to urban (e.g., when a town such as Humboldt becomes a city). Since 1991-92, enrolments have increased by a small percentage in urban school divisions to 108,200, and by over 10 percent in separate school divisions, while remaining rather flat in the mid-5000's in the North. Since their inception in 1993-94, the enrolment in *conseils scolaires* have increased from 872 to 1,023 (Figure 23).

Rural school divisions are those without schools in any of the following cities:

Estevan
Lloydminster
Humboldt
Melfort
Melville
Moose Jaw
North Battleford
Prince Albert
Regina
Saskatoon
Swift Current
Weyburn
Yorkton

Some urban school divisions contain rural schools from nearby communities.

Figure 23: Numbers of Students in Publicly-Funded Provincial Schools by Type and Location of School Division, 1991-92 to 2001-02, as of September 30



	1991-92	2000-01	2001-02
Division Type			
Public	161,928	146,055	142,547
Separate	33,928	37,432	37,531
Conseils scolaires	-	1,007	1,023
Division Location			
Rural	87,162	69,692	66,436
Urban	103,248	108,198	108,200
North	5,446	5,597	5,442
Total	**195,856**	**184,494**	**181,101**

Note: Conseils scolaires were established in 1993-94 and had an enrolment of 872 that year.

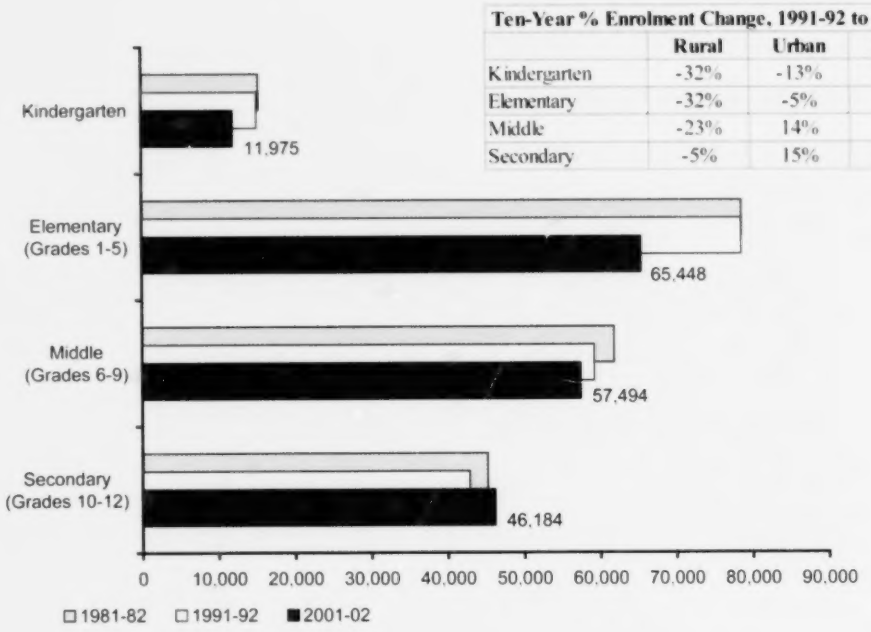
Note: Some numbers are slightly different from those reported in previous years' *Indicators* reports. This is because of late reporting, ongoing record maintenance, inclusion of enrolments in independent schools now associated with provincially-funded school divisions, and school division restructuring.

All enrolments within a school division are categorized as rural and urban based on the rural/urban classification of the school division. Some of the shift in enrolment from rural to urban is explained by the re-classification of school division enrolments when a town becomes a city (e.g., Melville and Humboldt).

Source: Saskatchewan Learning. (2002). *School Finance Data*. Regina, SK.

Saskatchewan's student population decline is most evident at the Kindergarten and elementary levels. In 2001-02, there were almost 16,500 fewer K-5 students than in 1991-92. The crest of the baby boom echo moving into our high schools accounts for most of the 3,400-student increase at the secondary level. Rural Saskatchewan school enrolments at the younger grades have experienced the most dramatic declines (Figure 24).

Figure 24: Saskatchewan Students by Grade Level, Urban, Rural, North, Province, 1981-82, 1991-92 and 2001-02



Ten-Year % Enrolment Change, 1991-92 to 2001-02

	Rural	Urban	North
Kindergarten	-32%	-13%	-29%
Elementary	-32%	-5%	-13%
Middle	-23%	14%	19%
Secondary	-5%	15%	21%

Source: Saskatchewan Learning. (2002). *School Finance Data*. Regina, SK.

An independent school is officially registered pursuant to *The Education Act*, provides education to students who are of compulsory school age, and is controlled and administered by a person or agency that is not a public authority. There are a number of categories of independent schools – some recognized for contributing to secondary level credit attainment (8 historical high schools and 20 other independent schools in 2001-02) and others not recognized for secondary level attainment or who do not have students in Grades 10-12 (18 independent schools in 2001-02).

Of the 46 schools categorized above, eight had become 'associated' by 2001-02. These schools had a combined enrolment of 1,252 students. An 'associated' school is one that has worked out a contractual arrangement with a school division. The contract is unique in each associated relationship; however, advantages can include teachers employed and paid by the associated school board, opportunity for consultative support and professional development, and improved quality of resources in the schools. The schools remain registered as independent schools, allowing them to operate consistent with the vision on which they were founded.

The number of students enrolled in independent schools has fluctuated around 3,000 over the past eight years, less than two percent of the province's total school population. About half of these are secondary-level (Grade 10-12) students. Enrolments shown in Figure 25 do not include enrolments in independent schools with associated status. These enrolments were already included in the provincially-funded totals shown on page 26.

Figure 25: Number of Students in Independent Schools, 1994-95 to 2001-02, as of September 30

	1994-95	1996-97	1998-99	2000-01	2001-02
Kindergarten	140	114	76	136	134
Elementary (Grades 1 to 5)	551	529	373	582	641
Middle (Grades 6-9)	913	911	685	684	730
Secondary (Grades 10-12)	1,665	1,700	1,272	1,260	1,327
Total # of Students	**3,269**	**3,254**	**2,406**	**2,662**	**2,832**

Note: Some numbers are slightly different from those reported in previous years because of late reporting by schools and ongoing record maintenance. Also, numbers in the table have been adjusted to not include student enrolments in independent schools that are 'associated' with school divisions (1,252 students in 2001-02). These numbers were already included in Figure 23.

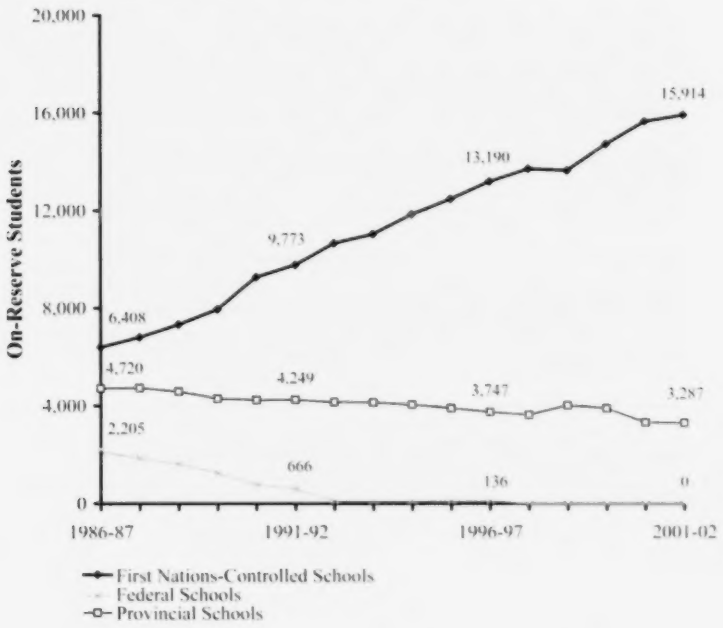
Source: Saskatchewan Learning. (2002). *School Finance Data.* Regina, SK.

Saskatchewan Learning. (2002). *Independent Schools Data.* Regina, SK.

The number of K-12 students living on reserves increased from 13,333 (48 percent) in 1986-87 to 19,201 (83 percent) in 2001-02 (Figure 26). These percentage increases have occurred at all grade levels, most notably at the Kindergarten to Grade 9 levels. The vast majority (95 percent) of on-reserve Kindergarten students attended First Nations schools. The percentages decreased from elementary to middle to high school levels such that 71 percent of on-reserve high school students attended First Nations schools in 2001-02. Since the mid-90's, the percentage of on-reserve students in special or non-graded situations attending First Nations schools has increased dramatically (Figure 27).

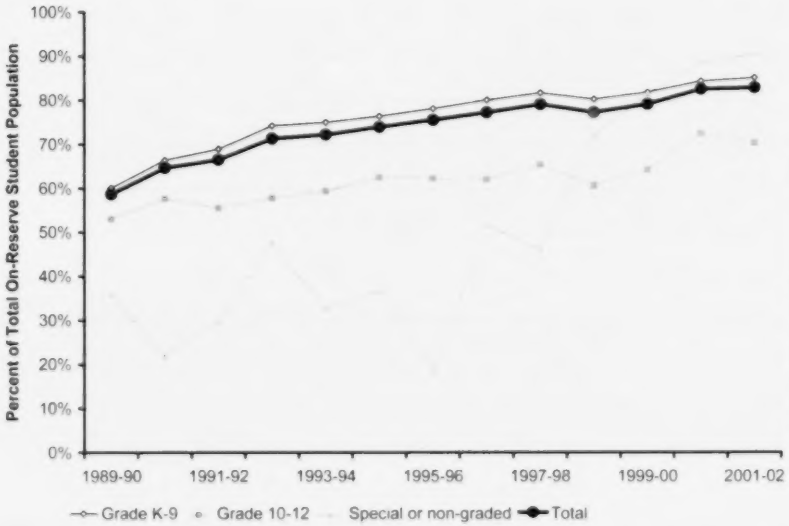
First Nations and provincial school boards have cooperated in shared planning and decision-making processes to better serve the educational needs of Aboriginal students. For instance, the Flying Dust First Nation and the Meadow Lake School Division have a joint management agreement involving five schools in the town of Meadow Lake and one school operated by the First Nation. The agreement includes capital, operating and programming responsibilities. Another example is the partnership among the Battlefords Tribal Council, Battlefords School Division and North West Catholic School Division to operate the Battlefords First Nations High School in North Battleford through a joint board.

Figure 26: Saskatchewan On-Reserve Student Population, by Type of School Attended, 1986-87 to 2001-02



Source: Department of Indian and Northern Affairs Canada. (2002). *Unpublished Data.* Regina, SK

Figure 27: First Nations School Enrolments as a Percentage of the On-Reserve Student Population, by Grade, 1989-90 to 2001-02



2001-02 On-Reserve School Enrolments

	Total	% in First Nations Schools
Kindergarten	2,459	95%
Elementary	7,715	86%
Middle	5,586	80%
Secondary	3,098	71%
Special or non-graded situations	343	91%
Total	**19,201**	**83%**

Source: Department of Indian and Northern Affairs Canada. (2002). *Unpublished Data.* Regina, SK

Some Saskatchewan students learn through home-based education, usually because of their parents' religious or philosophical beliefs regarding the type of education they want for their children.

In 2001-02, there were 1,792 students in home-based education. Most of these students were at the elementary and middle levels (Figure 28).

Figure 28: Home-Based Education, Number of Students, 1994-95 to 2001-02

	1994-95	1996-97	1998-99	2000-01	2001-02
Kindergarten	28	39	22	39	53
Elementary	537	715	768	835	826
Middle	354	523	583	623	651
Secondary	102	155	191	235	262
Total	**1,021**	**1,432**	**1,564**	**1,732**	**1,792**

Source: Saskatchewan Learning. (2002). *School Finance Data*. Regina, SK.

Saskatchewan Learning. (2002). *Independent Schools Data*. Regina, SK.

Saskatchewan Educators

In Saskatchewan

- *there were 11,444 full-time-equivalent educators in 2001-02*
- *educators had an average 13.7 years of teaching experience - one in six had 25 or more years*
- *the student to educator ratio has declined to 15.3, now closer to the overall Canada ratio*
- *the numbers of students at Saskatchewan universities preparing to become teachers is about two-thirds what it was six years earlier*

Educators are people with teaching certificates who are employed by the school division to work in a professional capacity in a school or school division. They include classroom teachers, principals and vice-principals, teacher-librarians and other instructional staff, as well as directors and superintendents of education.

In 2001-02, there were 11,444 full-time-equivalent educators in Saskatchewan. This represents an increase of 222 from the previous year and an increase of 402 since 1995-96. Numbers of educators in rural Saskatchewan have decreased as a consequence of the shift in student population from rural to urban settings (Figure 29).

Figure 29: Numbers of Elementary and Secondary Educators by School Divisions (Rural, Urban, North, Francophone), 1980-81 to 2001-02, as of September 30

	1980-81	1985-86	1990-91	1995-96	2000-01	2001-02
Rural	5,670	5,540	5,333	4,959	4,522	4,451
Urban	5,079	5,342	5,419	5,698	6,277	6,562
North	319	292	316	325	331	343
Francophone	-	-	-	61	91	88
Total	**11,067**	**11,174**	**11,068**	**11,042**	**11,222**	**11,444**

Note: Number of educators in this table are full-time equivalent. Educators include teachers, principals, teacher-librarians, consultants, directors and superintendents as well as other professionals. Totals may not appear correct due to rounding.

Source: Saskatchewan Learning. (2002). *School Finance Data*. Regina, SK.

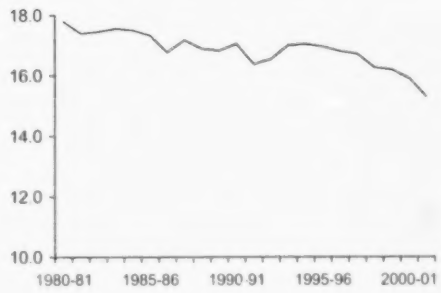
How many students are there per educator?

Since 1980-81, the numbers of full-time-equivalent educators in Saskatchewan have fluctuated between 11,000 and 11,500 at the same time that the student population has declined by about 10 percent. This has resulted in lower student-educator ratios.

In 2001-02, Saskatchewan's student-educator ratio was 15.3 students to one educator, down significantly from the previous year. Student-educator ratios have been lower in rural and northern areas than in urban areas (Figure 30).

Figure 30: Student-Educator Ratio, by Rural, Urban, and Northern, Francophone, Saskatchewan, 1980-81 to 2001-02

	1980-81	1985-86	1990-91	1995-96	2000-01	2001-02
Rural	16.8	16.3	15.8	16.0	14.9	14.4
Urban	18.9	18.4	18.4	17.9	16.7	15.9
North	17.3	17.3	16.1	15.9	16.2	15.3
Francophone	-	-	-	13.4	10.6	11.0
Total	**17.8**	**17.3**	**17.1**	**17.0**	**15.9**	**15.3**



Note: Numbers are for September 30 of each school year. These ratios are calculated by dividing the number of full-time-equivalent students by the number of full-time-equivalent educators (include directors, principals, librarians and other instructional staff in addition to classroom teachers). A Kindergarten student is counted as a 0.5 full-time-equivalent student.

Numbers in this Figure may be different from those reported in previous years due to late reporting, re-examination to ensure consistent definitions of "educator", and adjustments for appropriately weighting calculations.

Source: Saskatchewan Learning. (2002). *School Finance Data*. Regina, SK.

Figure 31 compares Saskatchewan's student-educator ratio with those in other areas of the country. For 2000-01, Saskatchewan's student-educator ratio (15.9) matched the overall Canada ratio. In the previous decade, Saskatchewan's ratios were higher than overall Canada ratios. Newfoundland had the lowest reported ratio (13.9) and Alberta had the highest ratio (18.3) among the provinces in 2000-01.

Figure 31: Student-Educator Ratio, Canadian and Provinces, 1990-91 to 2000-01

	BC	AB	SK	MB	ON	QC	NB	NS	PEI	NF	Canada
1990-91	16.1	16.8	16.2	14.7	14.8	14.6	16.3	15.9	16.9	15.3	15.2
1992-93	16.4	17.3	16.5	15.0	14.9	14.2	16.7	16.5	16.8	15.0	15.3
1994-95	16.8	17.8	17.0	15.0	15.4	14.4	17.0	17.1	17.1	14.7	15.6
1996-97	16.9	18.5	16.8	15.4	15.8	14.7	17.0	17.5	16.9	14.5	15.9
1998-99	16.5	18.3	16.3	15.4	16.0	14.9	17.1	16.6	16.7	14.6	16.0
2000-01	16.3	18.3	15.9	-	15.8	14.8	16.8	16.5	-	13.9	15.9

Note: Numbers for 2000-01 include estimates for some of the provinces. Canada figures include only the ten provinces. Dashes indicate data is not available, and therefore not included in 2000-01 estimates for Canada results. The Saskatchewan ratio for 1990-91 (16.2) from this source does not agree with Saskatchewan Learning data (17.1) reported in Figure 30 for that year.

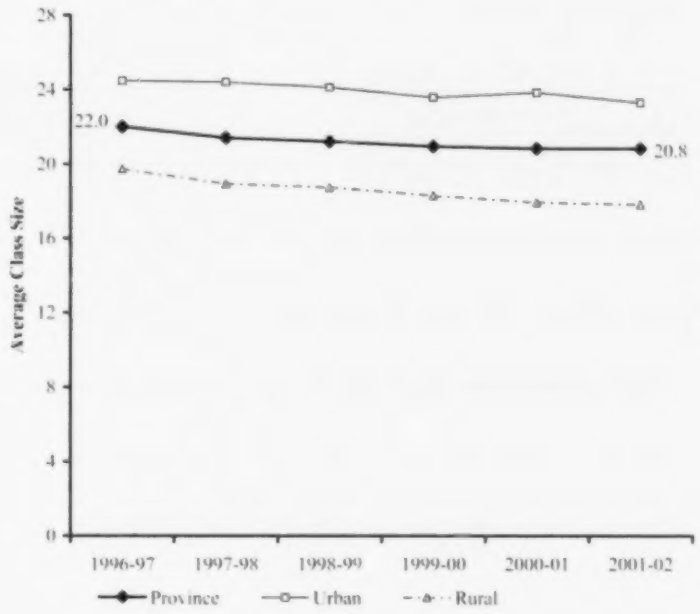
Source: Council of Ministers of Education, Canada. (2002). *Inter-Provincial Education Statistics Project: Summary of School Statistics from the Provinces and Territories: Data Covering School Year 2000/2001*. Toronto, ON.

What is the average class size in Saskatchewan?

Average class size refers to the number of students in a typical classroom. The average class size is greater than the student-educator ratio, because the student-educator ratio includes all educators, not just classroom teachers. Other factors in addition to the size of the class, such as whether the class is a split-grade or multi-grade situation and the number of students in the class with exceptional needs, are important considerations as teachers plan classroom activities.

In 2001-02, there was an average of 20.8 students in a class for the province as a whole, down from an average of 22.0 in 1996-97. The decrease in class size has occurred similarly in both urban and rural schools, with the typical rural classroom having about 5 fewer students than the typical urban classroom. Class size decreases have been evident at all grade levels (Figure 32).

Figure 32: Average Class Sizes, by Grade Level, by Rural, Urban and Province, 1996-97 to 2001-02



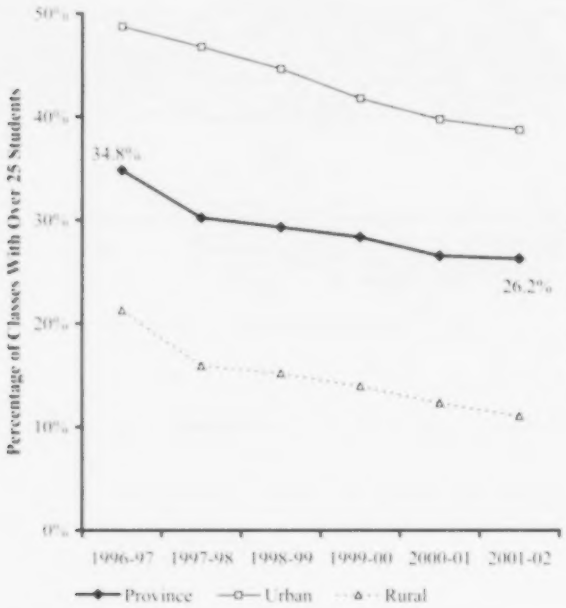
Average Class Size: Provincial		
	1996-97	2001-02
Kindergarten	20.0	17.0
Elementary	21.1	20.0
Middle	22.6	20.8
Secondary	22.1	21.4

Note: Average class sizes are based on reports of educators coded as "regular classroom teachers" assigned to a specific school on September 30, 2001 and do not include Band or Choral classes with more than 44 students. Educators are counted as individuals rather than as full-time equivalents. Thus, an educator employed 50% and one employed 100% are counted equally. Educators in independent and historical schools are not included in the calculations for these averages.

Source: Saskatchewan Learning. (2002). *Teacher Records Data*. Regina, SK.

The decrease in average class sizes has been accompanied by decreases in the number of large classes. Figure 33 shows that in 2001-02, 26.2 percent of the province's classrooms had more than 25 students, down from 34.8 percent five years earlier. Rural schools were more likely to have greater numbers of very small classes (36 percent with 15 or fewer students), and urban schools were more likely to have greater numbers of large classes (39 percent above 25 students).

Figure 33: Frequency Distribution of Class Sizes, by Rural, Urban and Province, 1996-97 to 2001-02



2001-02 Frequency Distribution

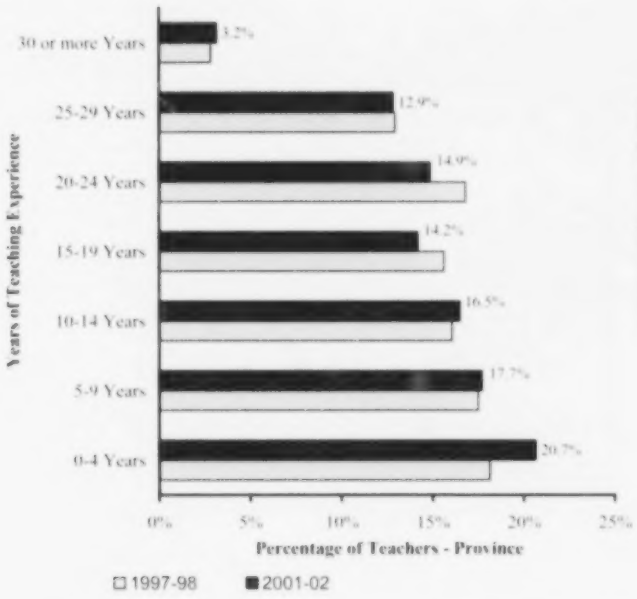
Class Size	Urban	Rural	North
10 or fewer	5.2%	14.1%	13.7%
11 to 15	7.7%	21.9%	15.0%
16 to 20	17.8%	30.0%	29.4%
21 to 25	30.6%	23.0%	26.3%
26 to 30	26.5%	8.8%	10.2%
Over 30	12.2%	2.2%	5.4%

Note: Average class sizes are based on reports of educators coded as "regular classroom teachers" assigned to a specific school on September 30 and do not include Band or Choral classes with more than 44 students. Educators are counted as individuals rather than as full-time equivalents. Educators in independent and historical schools are not included in the calculations for these averages.

Source: Saskatchewan Learning. (2002). *Teacher Records Data*. Regina, SK.

The average number of years of teaching experience in 2001-02 was 13.7, down marginally from 14.0 in 1997-98. About 55 percent of Saskatchewan teachers (approximately 6,000) have fewer than 15 years of teaching experience. One in six teachers has 25 or more years teaching experience, similar to four years earlier. During that four-year period, there has been an increase in the proportion of teachers just beginning their careers. Over 70 percent of teachers with less than three years experience are female. Teachers in the North have less experience than do teachers in urban and rural locations (Figure 34).

Figure 34: Years of Teaching Experience of Saskatchewan Teachers[1], by Location, 1997-98 and 2001-02



2001-02 Teacher Experience Data

	Urban	Rural	North
Teachers[1]	6,619	4,916	336
Female	68%	67%	62%
Male	32%	33%	38%
Experience			
Average years	13.6	14	11.8
Under 5 years	21%	20%	31%
25 or more years	16%	17%	15%

Note: [1]Teachers include only those who were assigned to teach in a specific school of a publicly-funded school division as of September 30, 2001. Teachers employed by a school division but not assigned to a specific school or who teach in independent schools are not included in this figure.

Source: Saskatchewan Learning. (2002). *Teacher Records Data*. Regina, SK.

Fewer students now than in the early 90's are enrolled and studying to become teachers in Saskatchewan universities. Decisions to limit spaces in teacher education programs at the universities have contributed to enrolment declines, down from 3,742 in 1993-94 to 2,556 in 2000-01. However, first-year enrolments are up significantly since 1998-99 (Figure 35).

Figure 35: Enrolments in Saskatchewan Teacher Education Undergraduate Programs, by Year of Program, 1993-94 to 2000-01

	1993-94	1994-95	1995	1996-97	1997-98	1998-99	1999-00	2000-01
Year 1	737	802	909	901	719	616	724	816
Year 2	888	662	766	829	821	669	585	638
Year 3	903	691	567	505	589	555	497	413
Year 4+	1,214	1,119	993	731	647	664	754	689
Total	**3,742**	**3,274**	**3,235**	**2,966**	**2,776**	**2,504**	**2,560**	**2,556**

Note: Includes enrolments in Aboriginal teacher education programs.

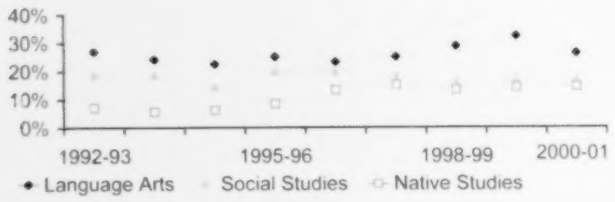
Source: University of Saskatchewan. (2002). *Statistics Volume XXVII*. Saskatoon, SK.
University of Regina. (1999). *Fact Book, 1999*. Regina, SK.
University of Regina. (2002). *Preliminary data for the Fact Book, 2000-2002*. Regina, SK.

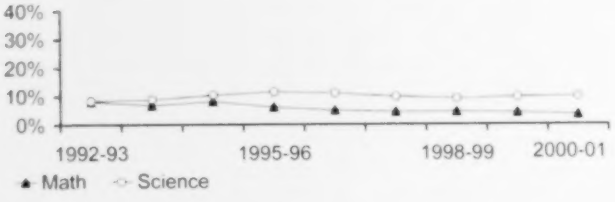
About half the students enrolled in the University of Saskatchewan's teacher education program are elementary education majors (Figure 36). The proportion of subject majors specializing in physical education (14 percent in 2000-01) has increased, as has the specialization in social studies and native studies, combined (32 percent).

Since 1996-97, mathematics specialists have accounted for 4 to 5 percent of University of Saskatchewan education students, down from 8 percent in 1992-93. This decrease, combined with lower enrolments in the college of education, has resulted in the number of math majors declining from 100 in 1992-93 to 28 in 2000-01. Together, mathematics and science specialists totaled 14 percent. High school students spend about 33 percent of their time in these two areas of study.

Figure 36: Percent Distribution of Students in University of Saskatchewan Teacher Education Undergraduate Programs, Year 3 and Year 4 Students, by Level and Subject Major, 1992-93 to 2000-01

	1992-93	2000-01
Elementary	47%	53%
Secondary	36%	25%
Other (or not specified)	17%	23%
Language Arts	27%	26%
Social Sciences	18%	17%
Native Studies	7%	15%
Mathematics	8%	4%
Science	8%	10%
Arts Education	8%	10%
Physical Education	7%	14%
Other[1]	16%	3%





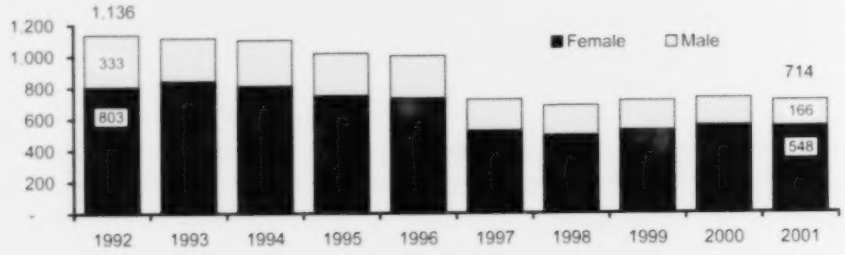
Note: The statistics above are for the University of Saskatchewan in Saskatoon and are student reported.

[1]This category includes special education (for 1992-93), practical and applied arts, and non-specified specialization. Specialization in special education at the U of S was 0 percent since 1996-97. This is because students must enroll in a graduate program to get a specialization in special education. Undergraduate students can enroll in special education courses, but cannot receive specialization in special education.

Source: University of Saskatchewan. (2002). *Statistics Volume XXVII.* Saskatoon, SK.

In 2001, there were 714 Bachelor of Education degrees awarded by Saskatchewan's universities. This is a decrease of 16 from the previous year and a decrease of 422 from 1992. The number of females who receive Bachelor of Education degrees is more than double the number of males (Figure 37).

Figure 37: Number of Bachelor of Education Degrees, 1992 to 2001



Note: Figures include Bachelor of Music Education degrees. Figures include Aboriginal teacher education programs. Data for 1999 and later are preliminary data, as University of Regina numbers were not yet finalized for publication. Decisions to limit enrolments in university teacher education programs have contributed to the decline in the number of degrees awarded.

Source: University of Saskatchewan. (2002). *Statistics Volume XXVII.* Saskatoon, SK.
University of Regina. (1999). *Fact Book, 1999.* Regina, SK.
University of Regina. (2002). *Preliminary data for the Fact Book, 2000-2002.* Regina, SK.

Saskatchewan Schools

In Saskatchewan

- *there were 778 publicly-funded, provincial schools in 2001-02*
- *the number of very small schools have not changed very much in the past ten years*

In 2001-02, there were 778 publicly-funded, provincial schools in Saskatchewan, 86 fewer schools than in 1991-92. The greatest decline in school numbers (-107) occurred in rural school divisions. A minor part of this decline is explained by a shift in the classification of schools from rural to conseils scolaires or from rural to urban (e.g., Humboldt changing from a town to a city). Also, during this 11-year period, the number of schools in public school divisions has decreased ten per year, on average. (Figure 38).

Figure 38: Number of Publicly-Funded, Provincial Schools, by Location and by Type of School Division, 1991-92 to 2001-02, as of September 30

	Location			Type			
	Rural	**Urban**	**North**	**Public**	**Separate**	**Conseils scolaires**	**Total**
1991-92	531	300	33	749	115	-	**864**
1993-94	503	287	32	712	110	9	**831**
1995-96	487	288	29	692	112	9	**813**
1997-98	454	307	29	678	112	12	**802**
1999-00	443	306	28	663	114	12	**789**
2001-02	424	315	27	648	118	12	**778**

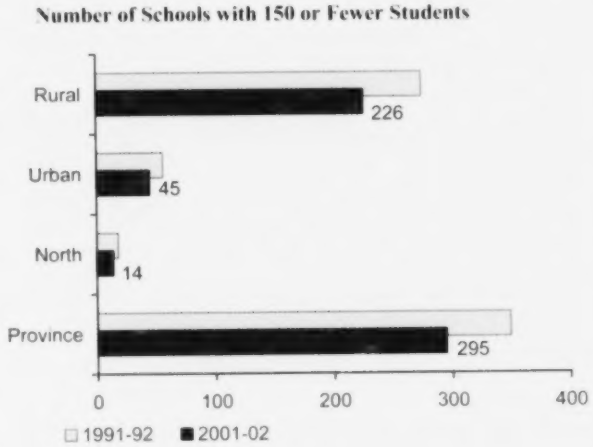
Note: Separate school divisions include Roman Catholic separate school divisions and one Protestant separate school division. Some numbers are slightly different from those reported in previous years' *Indicators* reports. This is because of late reporting, ongoing record maintenance, inclusion of independent schools now associated with provincially-funded school divisions, and school division restructuring. All schools within a school division are categorized as rural or urban based on the rural/urban classification of the school division.

Source: Saskatchewan Learning. (2002). *School Finance Data*. Regina, SK.

In the past ten years, there has been a decrease in the number of small schools and an increase in the number of large schools. In 2001-02, there were 295 Saskatchewan schools with 150 or fewer students, down from 349 schools in 1991-92. The greatest reduction in the number of small schools has occurred in rural Saskatchewan, yet these small schools still represent half the schools in rural areas, much as they did in 1991-92. The number of very small schools has remained virtually unchanged compared to 1991-92, attributed in part to declining student enrolments. In 2001-02, there were 126 schools with 50 or fewer students, 100 of which were in rural school divisions (Figure 39).

Figure 39: Number of Saskatchewan Schools by Enrolment, 1991-92 and 2001-02

Enrolment	Number of Schools 1991-92	2001-02
0 to 50	134	126
51 to 100	98	73
101 to 150	117	97
151 to 200	101	111
201 to 250	120	96
251 to 300	77	71
301 to 400	108	108
401 to 800	87	73
Over 800	22	23



Note: All schools within a school division are categorized as rural or urban based on the rural/urban classification of the school division. 2001-02 province totals include 10 conseils scolaires schools with 150 or fewer students.

Source: Saskatchewan Learning. (2002). *School Finance Data*. Regina, SK.

Saskatchewan School Divisions

In Saskatchewan

- *there were 99 school divisions in 2001-02, down from 114 ten years earlier*
- *about one-third of the school divisions have 4 or fewer schools and together serve 9 percent of the student population, similar proportions to 1991-92*

The number of school divisions in Saskatchewan expanded from 114 divisions in 1991-92 to a high of 121 divisions in the mid-90's, and has since decreased to 99 divisions in 2001-02. The number of rural school divisions declined from 84 to 67 during this period (Figure 40). A significant part of the reduction in school divisions occurred with the amalgamation of the francophone school divisions in the formation of one school division. Other voluntary amalgamations have also contributed to this reduction.

The reduction of public school divisions from 93 to 78 during this ten-year period may be explained, in large part, to the greater restructuring activity among rural school divisions, which have greater proportions of public than separate school divisions.

Figure 40: Number of School Divisions, by Location, by Type, 1991-92 to 2001-02

	Location				Type			
	Rural	Urban	North	Conseils scolaires	Public	Separate	Conseils scolaires	Total
1991-92	84	27	3	-	93	21	-	**114**
1993-94	81	27	3	9	90	21	9	**120**
1995-96	81	27	3	9	90	21	9	**120**
1997-98	70	26	3	11	79	20	11	**110**
1999-00	70	26	3	1	79	20	1	**100**
2001-02	67	28	3	1	78	20	1	**99**

Note: Separate school divisions include Roman Catholic separate school divisions and one Protestant separate school division. Two school divisions, formerly classified as rural, were classified as urban in 2001-02 when Humboldt attained city status.

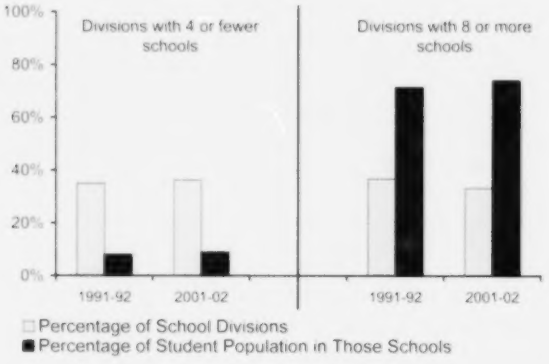
Source: Saskatchewan Learning. (2002). *School Finance Data*. Regina, SK.

Figure 41 shows that despite the reduction in the number of school divisions from 114 to 99, the proportion of divisions with small numbers of schools and the proportion of the entire student population serviced within the school division has not changed much since 1991-92. This may be explained, in part, by the declining student population and the difficult decisions to close very small schools.

One-third of Saskatchewan school divisions have four or fewer schools and service 9 percent of the student population. Another third of the divisions have 8 or more schools and represent 74 percent of the student population.

Figure 41: Number of School Divisions, by Size, 1991-92 and 2001-02

Category	2001-02 Number of School Divisions	2001-02 Total Students in These School Divisions
0-1 schools	17	2,687
2-4 schools	19	13,580
5-7 schools	30	30,732
8-10 schools	16	23,828
11-15 schools	9	20,455
More than 15 schools	8	89,718



Source: Saskatchewan Learning. (2002). *School Finance Data*. Regina, SK.

Education Finance

Education expenditures can be measured and interpreted in a number of different ways. In this section, expenditure figures are shown using a variety of ratios and comparators to gauge the public's financial commitment to education.

In Saskatchewan

- *school board expenditures totaled $6,491 per full-time-equivalent student in 2000*
- *provincial funding has increased about 26 percent over the past four years*
- *almost 70 percent of school board expenditures are categorized as instructional costs*
- *per student costs are lower than and per capita costs are higher than those in Canada, as a whole*

How much of the provincial budget is spent on education?

The percentage of provincial budget that is spent on K-12 and post-secondary education has remained steady at 17-18 percent since 1993-94. From 1997-98 to 2001-02, the amount spent on K-12 education has increased by about 77 million dollars to approximately 621 million dollars, but as a proportion of the provincial budget, K-12 funding has slipped from 10.6 percent to 9.8 percent in that time (Figure 42).

Figure 42: Provincial Budget Allocations, 1993-94 to 2001-02

	1993-94		1995-96		1997-98		1999-00		2001-02	
Category	**$ (000)**	**%**	**$ (000)**	**%**	**$ (000)**	**%**	**$ (000)**	**%**	**$ (000)**	**%**
Agriculture and Food	325,218	6.6	222,262	4.3	203,819	4.0	337,797	5.9	400,420	6.3
Debt Service	873,189	17.6	848,977	16.6	754,598	14.7	696,089	12.1	616,811	9.7
Education	**864,519**	**17.5**	**868,988**	**17.0**	**929,796**	**18.1**	**1,031,846**	**17.9**	**1,130,024**	**17.8**
K-12					543,663	10.6	568,596	9.8	621,082	9.8
Post-Secondary					386,133	7.5	463,250	8.0	508,942	8.0
Finance	146,154	3.0	169,034	3.3	167,159	3.3	186,139	3.2	211,501	3.3
Health	1,464324	29.6	1,554,812	30.4	1,677,217	32.7	1,955,736	33.9	2,199,753	34.7
Highways	180,714	3.6	169,482	3.3	212,888	4.2	235,857	4.1	309,306	4.9
Justice	165,750	3.3	177,670	3.5	197,078	3.8	228,748	4.0	237,086	3.7
Municipal Government	169,026	3.4	192,442	3.8	181,647	3.5	178,357	3.1	170,550	2.7
Social Services	502,656	10.2	535,615	10.5	535,968	10.5	577,886	10.0	579,956	9.2
Other	259,988	5.3	374,088	7.3	267,081	5.2	344,998	6.0	482,569	7.6
Total	**4,951,538**	**100**	**5,113,370**	**100**	**5,127,251**	**100**	**5,773,453**	**100**	**6,337,976**	**100**

Note: "Education" includes both K-12 and post-secondary education. Columns may not total properly due to rounding. Numbers in Figure 42 are for the fiscal year (April 1 to March 31).

Source: Saskatchewan Finance. (1993-94 to 2001-02). *Public Accounts, Volume 1: Main Financial Statements*. Regina, SK.

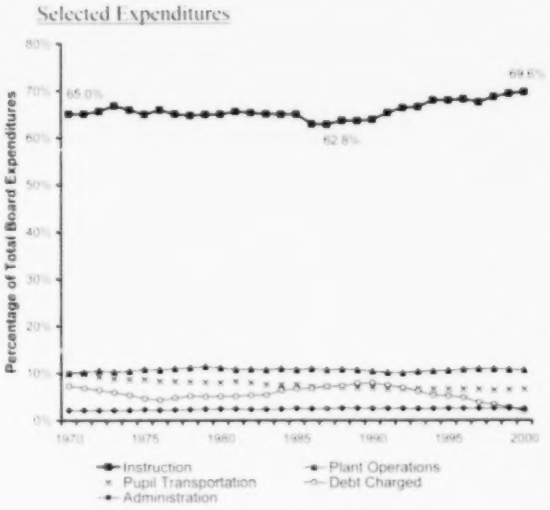
How are Saskatchewan school divisions spending their money?

In the 2000 calendar year, Saskatchewan school divisions spent almost 1.16 billion dollars in operating and capital costs. Almost 70 percent of these costs were dedicated to instruction. Instruction includes teacher salaries, books, and supplies such as science and physical education equipment that are essential to the instructional program. The second largest category of expenditure was plant operations at 10.7 percent. This includes maintenance and operation of school buildings.

In the past 30 years, the percentage of division expenditures dedicated to instruction has seen a gradual overall increase, accompanied by decreased allocations to pupil transportation and debt charges. Plant operation and administration costs have remained steady, as a proportion of total expenditures (Figure 43).

Figure 43: Education Spending by Saskatchewan School Divisions, Calendar Year, 1999 and 2000 Expenditures by Type, 1970-2000 Trends for Selected Expenditures

	1999		2000	
	$	%	$	%
Administration	27,906,013	2.5	29,039,654	2.5
Instruction	765,239,258	69.3	806,597,886	69.6
Other Education Services	4,969,839	0.4	5,194,924	0.4
Ancillary Services	4,529,008	0.4	4,149,023	0.4
Plant Operations	118,452,737	10.7	123,372,504	10.7
Pupil Transportation	72,032,578	6.5	76,341,679	6.6
Special Projects	8,850,691	0.8	9,692,010	0.8
Payments to other school divisions	1,210,539	0.1	1,396,295	0.1
Tuition Fees	30,292,230	2.7	31,745,309	2.7
Debt Charges	30,020,323	2.7	23,966,227	2.1
Contribution to Capital	16,571,191	1.5	30,082,901	2.6
Reserves	24,500,198	2.2	16,795,390	1.4
Total	**1,104,574,604**	**100**	**1,158,373,804**	**100**



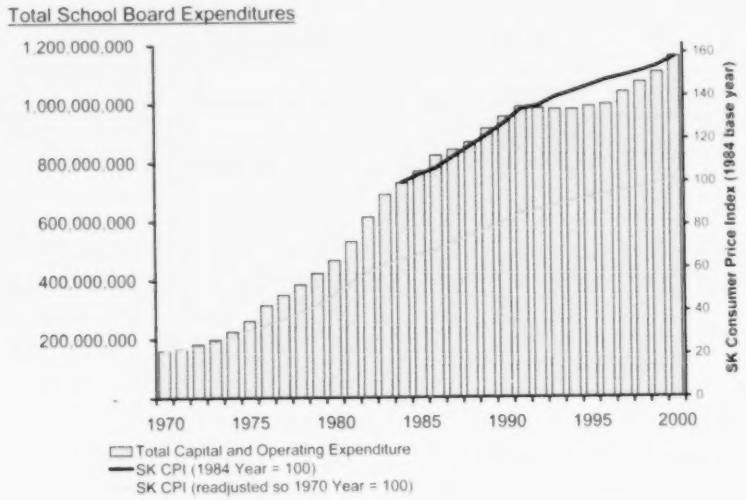
Note: Please note that Figure 43 is for the calendar year. Most of the other data in *Indicators 2002* is for the school year. Columns may not total exactly due to rounding.

Source: Saskatchewan Learning. (2002). *School Finance Data*. Regina, SK.

Figure 44 shows how school division expenditures have increased over the past 30 years, relative to the Saskatchewan consumer price index (CPI). These education expenditures outpaced inflation during the mid-70's to mid-80's as shown by the 1970 CPI benchmark. The 1984 CPI benchmark would indicate that school division expenditures in 2000 match those in 1984, when adjusted for inflation. This was the result of a 16 percent increase over the past four years that offset flat expenditures during the first half of the 90's.

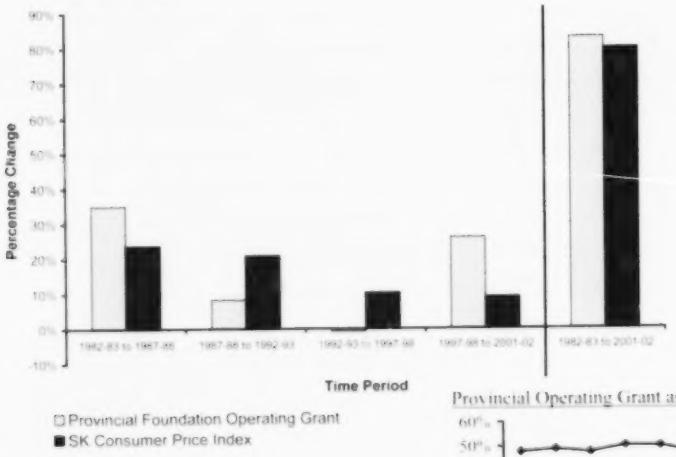
In 2001-02, $467 million were distributed to school divisions through the provincial foundation operating grant. Adjusting for inflation, this amount is slightly higher than the $255 million granted in 1982-83. Over the past four years, the foundation operating grant has increased 26 percent, compensating for the previous ten years when increases in the grant did not keep pace with inflation. In 2001-02, the provincial grant represented 40.4 percent of total school board operating expenditures (Figure 45).

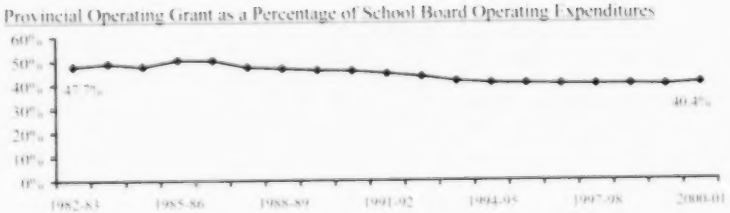
Figure 44: Total Education Expenditures by Saskatchewan School Divisions, Calendar Year, 1970-2000



Source: Saskatchewan Learning. (2002). *School Finance Data.* Regina, SK.
Saskatchewan Bureau of Statistics. (2002). *Consumer Price Index: Annual Averages and Percent Changes.* http://www.gov.sk.ca/bureau-stats/cpi/Saskatchewan.pdf

Figure 45: Percentage Change in Provincial Foundation Operating Grant, 1982-83 to 2001-02





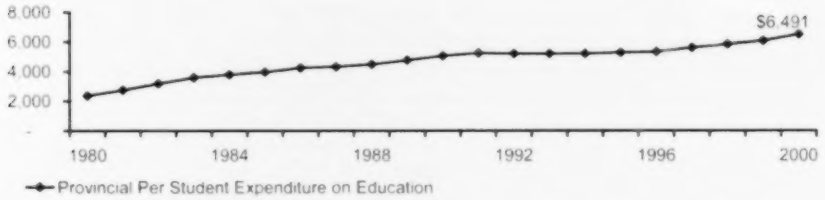
Source: Saskatchewan Learning. (2002). *School Finance Data.* Regina, SK.
Saskatchewan Bureau of Statistics. (2002). *Consumer Price Index: Annual Averages and Percent Changes.* http://www.gov.sk.ca/bureau-stats/cpi/Saskatchewan.pdf

The average provincial per student expenditure on education for the 2000 calendar year was $6,491. Per student expenditure on education was higher in rural and northern areas than in urban areas. The great distances in the north, the harsh climate and the scattered student population all increase the cost of education. Education expenditure in rural areas is affected by the need to transport students. Similarly, the costs to transport fransaskois students both in rural and urban settings and to operate a number of small schools increase per student expenditures in conseils scolaires. Urban school divisions, in comparison, can realize economies of scale, which tend to reduce costs.

The amount spent per full-time-equivalent student has increased about 23 percent since 1995 after remaining fairly constant during the first half of the 1990's (Figure 46).

Figure 46: Provincial Per Student School Board Expenditure on Education, 1980 to 2000 (and Rural, Urban, North, Conseils Scolaires Figures for 1985, 1990, 1995 and 2000)

	1985	1990	1995	2000
Rural	$ 4,217	$ 5,502	$ 5,728	$ 7,050
Urban	3,666	4,552	4,786	5,999
North	5,136	7,304	7,815	8,252
Conseils Scolaires	-	-	7,036	10,908
Province	3,961	5,049	5,278	6,491



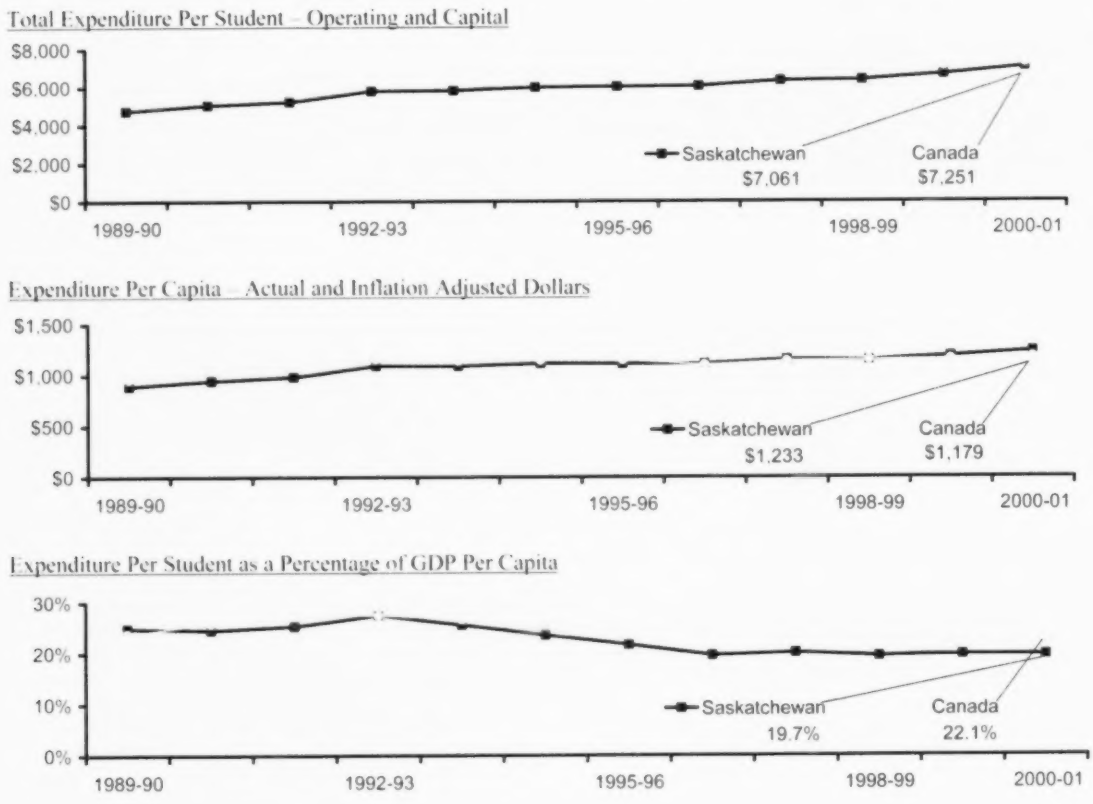
Note: These numbers are calculated by dividing the calendar year school board expenditures by the school year's full-time equivalent student enrolment (e.g., the 2000 numbers represent the 2000 calendar year expenditures divided by the full-time equivalent student enrolment for September 30, 2000).

Source: Saskatchewan Learning. (2002). *School Finance Data.* Regina, SK.

Many factors affect the amount of money that provinces spend on education. Some of these include how well the economy is growing, demographic changes that necessitate the building of new facilities, remuneration of educators, commitment of resources to implement curricular and technological initiatives, and competing demands for public funds. Gauging and comparing funding support for education requires the consideration of multiple measures and factors.

Figure 47 shows three comparative measures between Saskatchewan and overall Canada: education costs per student, education expenditures per capita (actual and adjusted for inflation), and cost per student expenditures as a percentage of GDP per capita. Saskatchewan per student costs increased about 40 percent in the past ten years, reducing the gap to almost 3 percent lower than the 2000-01 overall Canada costs of $7,251 per student. Per capita expenditures on education are slightly higher in Saskatchewan than in Canada, as a whole. The Saskatchewan economy has been growing at a faster pace than increases in education expenditures, as measured by the expenditure per student as a percentage of GDP per capita (a decline from 24.9 percent in 1989-90 to 19.7 percent in 2000-01).

Figure 47: Education Expenditures, Per Student, Per Capita, and Per Student as a Percentage of GDP Per Capita, Saskatchewan and Canada, 1989-90 to 2000-01



Note: Numbers in the above figures may not match those in other figures of this report, as they include teacher pension expenses and have been adjusted slightly to enable comparisons with the rest of Canada. Canada figures include the provinces and not the territories. Numbers for 2000-01 include estimated values.

Source: Council of Ministers of Education, Canada. (2002). Inter-Provincial Education Statistics Project: Summary of School Statistics from the Provinces and Territories. Toronto, ON.

Student Goals

Outcome indicators provide information about the results of teaching and learning. The indicators in this section on Student Goals are outcome indicators.

The Goals of Education for Saskatchewan describe the characteristics of an educated person and the hopes that Saskatchewan people have for the children of this province. Basic academic skills are the foundation of the Goals of Education. The Goals also emphasize personal and spiritual growth, interpersonal skills, life-long learning and being a responsible member of society.

Three types of student goals are discussed in this section.

- Grade 12 Completion
- Skills and Understandings
- Personal and Social Values and Skills

Grade 12 Completion

In Saskatchewan

- *12,360 students were Grade 12 graduates in 2000-01, almost 80 percent, expressed as a proportion of 18-year-olds*
- *percentages of students completing Grade 12 within 3 years of starting Grade 10 are gradually increasing*
- *the dropout rate (7.3 percent) among 20-year-olds is among the lowest rates in the country*

A formal education, recognized with a Grade 12 certificate, is key to developing academic, personal and social skills, communicating the proficiencies of those skills, and paving the way to building on those skills through post-secondary education or work. There are six different secondary level programs through which students can attain Grade 12 standing: the Regular Program, the French Immersion Program, Programme Fransaskois, the Alternative Education Program, Programme d'éducation alternative, and the Adult 12 Program.

The vast majority of Grade 12 completers attain their certificate through the 24-credit policy outlined in the Regular Program, the French Immersion Program and the Programme Fransaskois. In these programs, students must complete a minimum of 24 high school credits, of which at least 5 must be at the Grade 12 level. Students must also satisfy a core set of requirements to ensure they have developed a well-rounded skill set across a broad array of subject areas. Most students take more than these minimum numbers of credits, broadening their options after they graduate, and preparing them with more skills and background knowledge to succeed in the pursuit of post-secondary options.

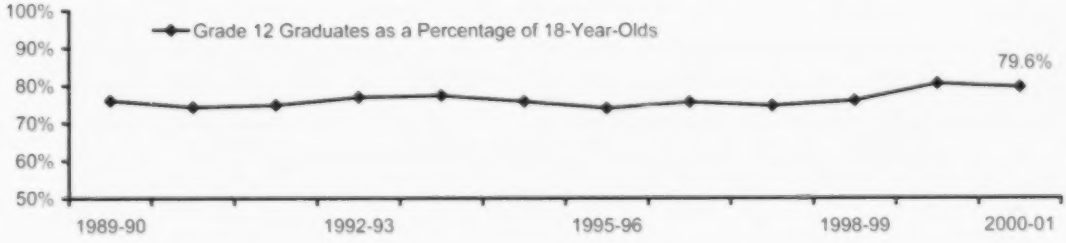
There were 12,360 Grade 12 graduates in 2000-01, about 1,500 higher than the number of Grade 12 graduates ten years earlier. Expressed as a percentage of the 18-year-old population, the 80 percent rate is slightly higher than the rate over the previous ten years (Figure 48).

On average, a Grade 12 graduate attained 27.8 Grade 10-12 credits including 9.8 Grade 12 credits in 2000-01. The increase in Grade 12 credits over the past ten years may be partially explained by changes in course requirement policy (e.g., an additional math course offered at the Grade 12 level). In 2000-01, rural high school students took an average of 28.2 high school credits – more than urban, northern and correspondence students. Rural students also took more Grade 12 credits (an average of 10.1) than students in other locations.

Figure 48: Number of High School Graduates and Average Credits Attained, 1989-90 to 2000-01, by Location, 2000-01, and as a Percentage of the Age 18 Population, 1989-90 to 2000-01

		Average Number of:	
	Graduates	Grade 10-12 Credits	Grade 12 Credits
1989-90	10,965	26.9	8.3
1990-91	10,866	27.6	8.5
1991-92	10,909	27.9	8.6
1992-93	11,378	27.9	8.7
1993-94	11,595	28.0	8.8
1994-95	11,736	28.0	8.9
1995-96	11,535	28.1	9.0
1996-97	12,040	28.0	9.0
1997-98	11,810	28.0	9.5
1998-99	12,013	27.9	9.6
1999-00	12,491	27.8	9.8
2000-01	12,360	27.8	9.8

For 2000-01:		Average Number of:	
	Graduates	Grade 10-12 Credits	Grade 12 Credits
Rural	5,157	28.2	10.1
Urban	6,975	27.5	9.6
North	170	26.2	8.7
Correspondence	60	24.8	7.6
Province	12,360	27.8	9.8



Note: Numbers in this table may differ slightly from those reported in previous Indicators reports due to ongoing maintenance and updating of the Student Records System.

Source: Saskatchewan Learning. (2002). *Student Services Data*. Regina, SK.
Statistics Canada. (2002). *CANSIM II data (Table 051-0001)*.

For a variety of reasons, some students do not complete Grade 12 in a lock-step one grade per year. Instead, there is a trend for students to continue taking classes toward the completion of Grade 12, by remaining at high school, taking correspondence school courses, or enrolling in post-secondary institutions. Staying in school or enrolling in courses until they successfully complete Grade 12 allows for greater opportunities in the world of work and greater potential for success in life.

This trend is illustrated in Figure 49. For instance, 70.6 percent of students who were in Grade 10 in 1991-92 graduated three years later, in their normal graduating year. However, some of the students who did not graduate in their normal graduating year continued on with their studies. By 2000-01, 78.8 percent of the students who were in Grade 10 in 1991-92 had graduated from Grade 12 and 0.4 percent were still taking classes.

Figure 49 also shows that the percentage of Grade 10 students who graduate three years later, in their normal graduating year, is gradually increasing. Over 74 percent of students who were in Grade 10 in 1998-99 graduated three years later compared to 71 percent of those in Grade 10 in 1991-92.

The approximately one-quarter of students who do not graduate may:

- enter the labour market without completing Grade 12
- attain Grade 12 status through the General Equivalency Diploma (GED)
- transfer to another province to complete their studies.

Figure 49: Years After Grade 10 Required to Complete Grade 12, Percentage of Saskatchewan Students Graduating, 1991-92 to 1998-99 Cohorts

	Years from Start of Grade 10 to High School Completion						Still
Grade 10 Year	**3**	**4**	**5**	**6**	**7**	**≥ 8**	**Registered**
1991-92	70.6%	75.9%	77.3%	78.0%	78.3%	78.8%	0.4%
1992-93	70.4%	75.9%	77.4%	78.0%	78.3%	78.7%	0.5%
1993-94	71.0%	76.7%	78.1%	78.8%	79.2%	79.4%	0.6%
1994-95	72.2%	77.0%	78.4%	79.1%	79.6%		1.2%
1995-96	72.4%	77.1%	78.6%	79.2%			1.8%
1996-97	72.9%	78.0%	79.2%				3.6%
1997-98	74.0%	78.3%					9.7%
1998-99	74.5%						15.6%

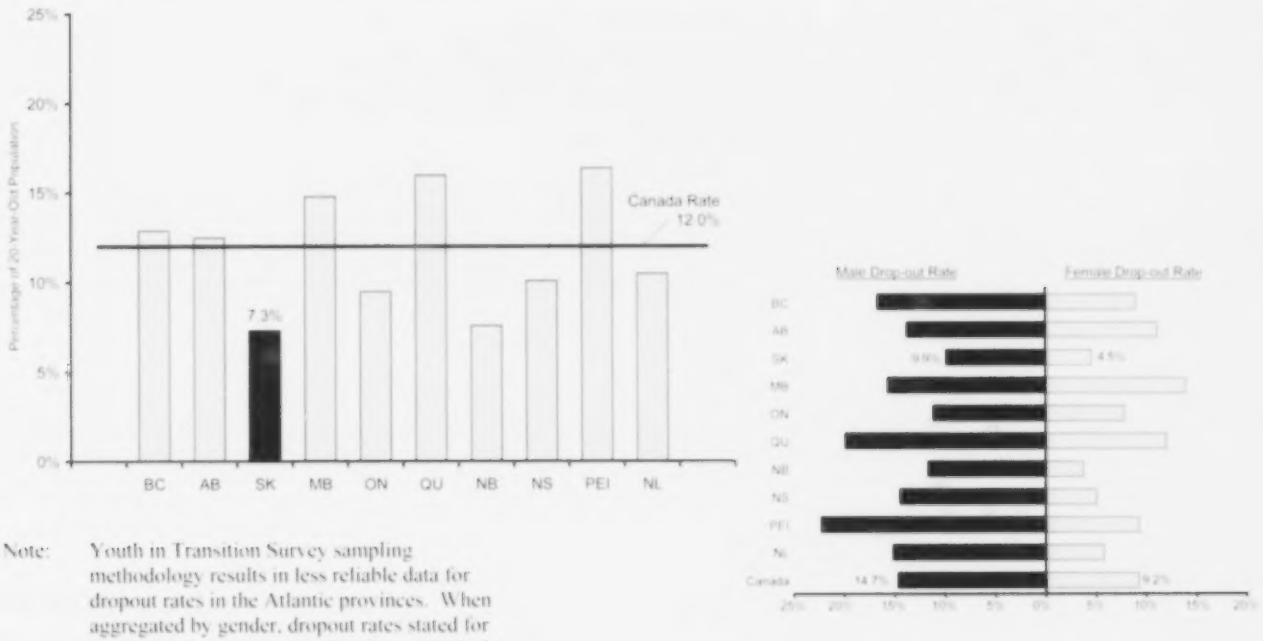
Note: Numbers in this table include all students registered on the Student Record System (including those from correspondence, independent and First Nations schools). These numbers may differ slightly from those reported in previous Indicators reports due to broader inclusion of all students on the system, and due to ongoing maintenance and updating of the Student Records System.

Source: Saskatchewan Learning. (2002). *Student Services Data*. Regina, SK.

Data from the Youth in Transition Survey of the 18- to 20-year-old cohort provide further evidence of the persistence of Saskatchewan youth to complete or work toward completion of Grade 12. Using a definition of dropout as being an individual who was not enrolled in high school and had not completed the requirements for a high school diploma by December 1999, Saskatchewan had among the lowest dropout rates in Canada for 20-year-olds (Figure 50). Compared to findings of a 1991 School Leavers' Survey, there were improvements in the dropout rates in all provinces of Canada.

In all provinces, the dropout rate for 20-year-old males is higher than that of 20-year-old females. For both genders, Saskatchewan's dropout rates are among the lowest in the country.

Figure 50: High School Dropout Rates at Age 20, Canada and Provinces, Male and Female Dropout Rates, 1999



Note: Youth in Transition Survey sampling methodology results in less reliable data for dropout rates in the Atlantic provinces. When aggregated by gender, dropout rates stated for males and females are based on less reliable data for most provinces.

Source: Human Resources Development Canada and Statistics Canada. (2002). *At a Crossroads: First Results for the 18 to 20-Year-old Cohort of the Youth in Transition Survey*. Hull, QC.

Academic Skills and Achievement

Building skills, acquiring knowledge and developing understandings begin at the early moments of life, take place during the pre-school years, occur formally through school experiences, and continue as a life-long endeavour through the adult years. Students' active participation in school learning experiences and the outcomes of these experiences are planned and monitored by teachers on a regular basis. The Department of Learning maintains a formal record of courses taken, marks received and credits attained once students register at the secondary level (Grades 10-12).

In Saskatchewan

- *high school students complete about 8 course credits per year, keeping relatively stable during the past decade*
- *female students have higher marks than male students in virtually all Grade 12 courses*
- *provincial, national and international test results provide snapshots indicating:*
  - *our students are good readers*
  - *our students' math skills tend to be lower than the Canadian profile*
  - *our students' science skills are similar to the Canadian profile*
  - *fewer students than expected are demonstrating excellence in their higher order thinking skills*

In 2000-01, high school students typically spent about 21 percent of their course time on language arts (including Français), 20 percent of their course time on practical and applied arts, 18 percent of their course time on natural sciences, and 16 percent of their course time on mathematics. Practical and applied arts includes courses like entrepreneurship, commercial cooking, wildlife management, career and work exploration, and a range of technical courses like welding.

Compared to ten years earlier, high school course registrations in arts education and practical and applied arts have increased by almost five percentage points. Some of this increase may be explained by policy changes requiring at least two Grade 10-12 credits in these areas (combined) to satisfy graduation requirements under the 24-credit policy. Consequently, course registrations in language arts, science and mathematics have declined slightly as a proportion of total student course registrations (Figure 51).

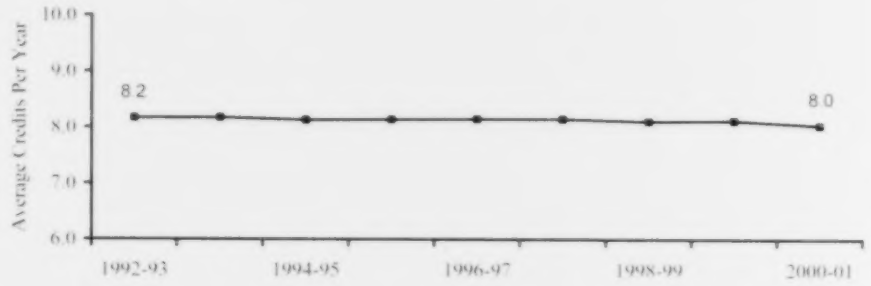
Figure 51: Percentage of Course Time Spent on Various Subjects at the High School Level, 2000-01 and 1990-91

	Percentage of Typical Student's Course Time						
	2000-01						1990-91
	Urban	Rural	North	Male	Female	Province	Province
Arts Education	6.8	4.2	6.2	4.6	6.9	5.8	4.4
Health & Physical Education	5.8	7.4	6.9	7.2	5.6	6.4	5.7
Language Arts	20.7	20.5	22.3	20.4	20.8	20.6	21.7
Mathematics	15.5	15.4	14.3	15.4	15.6	15.5	16.2
Natural Science	16.7	18.7	15.9	17.2	17.7	17.5	18.9
Practical & Applied Arts	19.8	19.1	17.0	21.3	17.6	19.5	16.5
Social Science	12.7	12.5	14.4	12.4	12.9	12.7	12.5
Other	2.2	2.2	2.9	1.5	3.0	2.2	4.0

Source: Saskatchewan Learning. (2002). *Student Services Data*. Regina, SK.

High school credits represent successful completion of Grade 10-12 courses and mark important steps in fulfilling requirements toward Grade 12 certification. Figure 48 showed the total number of credits attained by Grade 12 graduates. Figure 52 shows the rate at which the credits have been attained across the system, including not only graduates, but all students, even those who may discontinue their schooling during the year. The credit attainment rate has remained quite steady at just over 8 credits per year over the past nine years.

Figure 52: Average Grade 10-12 Credits Per Year, 1992-93 to 2000-01



Note: Average credits per year are calculated using data for all students registered on the Student Records System from all schools including correspondence, independent and First Nations schools, as long as they have received a mark in two subjects.

Source: Saskatchewan Learning. (2002). *Student Services Data*. Regina, SK.

In the classroom, teachers use a number and variety of assessment approaches to evaluate student progress. These approaches range from tests, projects and assignments to performance tasks, direct observation, anecdotal records and self-evaluations. Students' final marks in Grade 12 are determined in one of two ways. About three-quarters of students' marks are set entirely by the classroom teacher accredited and charged with that responsibility in a particular subject. The other one-quarter of students' marks include both classroom teacher mark submissions and final provincial examinations.

Figure 53 shows enrolment percentages and final marks of female and male students in selected Grade 12 subjects. In all subjects shown, provincial average marks of female students were higher than those of male students, consistent with findings from previous years. These differences were about 2-4 percent in the mathematics and science subjects, and about 5-8 percent in the English and social science subjects.

In Grade 12, about 52 percent of students are female and 48 percent are male. For most subjects, female and male student enrolments reflect this proportion within a few percentage points. However, females are more likely than males to enrol in Biology 30 and males are more likely than females to enrol in Physics 30.

Figure 53: Percentage Enrolment and Average Mark for Selected Level 30 Courses, by Gender, by Rural, Urban and Northern School Locations, 2000-01

	Registrations		Urban		Rural		North		Province	
			Female	Male	Female	Male	Female	Male	Female	Male
English Language Arts A 30	13,589	% enrol.	51.5	48.5	51.1	48.9	62.6	37.4	51.7	48.3
		avg. mark	72.6	64.5	75.0	67.2	63.1	57.8	73.2	65.5
English Language Arts B 30	13,369	% enrol.	51.9	48.1	50.8	49.2	64.1	35.9	51.7	48.3
		avg. mark	72.2	65.0	75.2	67.7	64.5	59.1	73.2	66.0
History 30	7,877	% enrol.	49.6	50.4	49.8	50.2	40.0	60.0	49.7	50.3
		avg. mark	71.7	66.8	74.2	69.5	51.8	56.6	72.9	68.1
Native Studies 30	1,482	% enrol.	62.2	37.8	61.3	38.7	63.3	36.7	62.1	37.9
		avg. mark	69.7	63.2	69.4	61.2	65.3	61.7	68.9	62.4
Social Studies 30	4,338	% enrol.	50.9	49.1	51.9	48.1	62.0	38.0	51.5	48.5
		avg. mark	70.3	65.3	73.3	68.0	64.9	64.3	71.1	66.2
Mathematics A 30	12,645	% enrol.	51.7	48.3	50.6	49.4	64.4	35.6	51.5	48.5
		avg. mark	67.0	63.2	71.8	67.0	61.5	60.4	68.7	64.7
Mathematics B 30	9,146	% enrol.	50.8	49.2	54.0	46.0	68.8	31.2	52.3	47.7
		avg. mark	71.3	68.1	73.9	70.7	65.5	65.8	72.3	69.1
Mathematics C 30	6,344	% enrol.	49.7	50.3	52.8	47.2	57.5	42.5	51.2	48.8
		avg. mark	73.9	71.5	76.2	72.5	75.1	73.7	74.9	72.0
Calculus 30	2,350	% enrol.	47.4	52.6	50.6	49.4	62.5	37.5	48.9	51.1
		avg. mark	79.5	76.3	80.4	76.6	79.4	63.8	79.4	76.1
Biology 30	10,399	% enrol.	61.3	38.7	56.0	44.0	66.8	33.2	59.4	40.6
		avg. mark	70.7	66.9	72.7	67.7	61.7	59.9	71.3	67.1
Chemistry 30	7,220	% enrol.	55.6	44.4	54.5	45.5	69.9	30.1	55.4	44.6
		avg. mark	72.2	70.0	73.4	70.2	67.2	65.2	72.7	70.1
Physics 30	5,947	% enrol.	43.9	56.1	48.9	51.1	52.2	47.8	46.3	53.7
		avg. mark	75.3	73.5	74.5	73.0	63.3	62.6	74.7	73.2

Note: Data above refer to Core curricula-based subjects except for Calculus. Provincial results include Correspondence School enrolments and marks.

Source: Saskatchewan Learning. (2002). *Student Services Data*. Regina, SK.

Large-Scale Assessment Results

Complex skills are essential for success in today's changing world. These include the ability to solve problems; to gather, analyze and evaluate information; to work collaboratively with others; and to resolve conflict. At the same time, basic skills such as the ability to read, write and compute are more important than ever.

Each year since 1994, a sample of Saskatchewan students participate in provincial, national and/or international learning assessments, focussed on a key subject area or learning domain. From 2000 to 2002, students' knowledge, skills, attitudes, practices and opportunities in reading, mathematics, science, and critical and creative thinking were assessed. Results are shown on the following pages for the 2000 Programme for International Student Assessment (PISA) in reading, mathematics and science; the national 2001 School Achievement Indicators Program (SAIP) mathematics assessment; the 2001 Provincial Mathematics Learning Assessment; and the 2002 Provincial Critical and Creative Thinking Learning Assessment.

How are Saskatchewan students doing in reading?

Reading is a fundamental skill enabling students to understand, use and reflect on written information in order to achieve their goals, to develop their own knowledge and potential, and to participate effectively in society. Students require reading skills enabling them to do much more than decode words and extract literal meaning. They require proficient reading skills to also reflect on what they read and incorporate their understanding to apply to a variety of contexts for a variety of reasons.

In Spring 2000, about 3,500 Saskatchewan 15-year-olds participated along with other 15-year-olds in Canada and in 31 other countries in the 2000 international PISA assessment. The Assessment provided an overall reading score as well as scores for each of three specific reading skills:

- retrieving information, which assessed students' ability to locate information in a text;
- interpreting information, which assessed students' ability to construct meaning and draw inferences from written information; and,
- reflecting on what was read, which assessed students' ability to relate a text to their own knowledge, ideas and experiences.

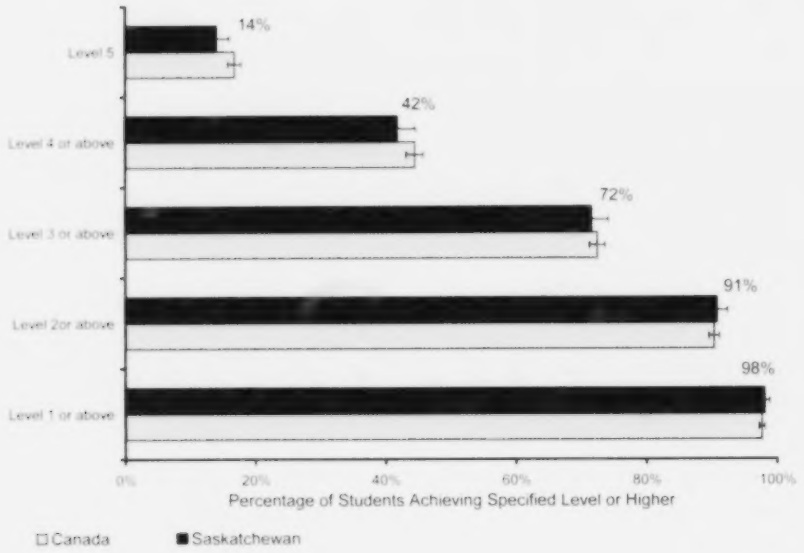
Detailed descriptions of each of these elements, how they were measured and other findings can be found under the PISA section of the Council of Ministers of Education, Canada (CMEC) website (www.cmec.ca).

The scales used to arrive at overall reading scores and scores for each of the three specific reading skills were adjusted to result in an international average of 500, and to have two-thirds of student scores be between 400 and 600. An overlay of five proficiency levels of performance was constructed along the overall reading scale, some which are briefly described below:

- Students proficient at Level 1 (335 to 407 points on the scale) perform simple tasks such as locating single pieces of information, identifying the main theme of a text, or making simple connections with everyday knowledge.
- Students proficient at Level 3 (481 to 552 points on the scale) can locate multiple pieces of information, draw links between different parts of the text and relate these to familiar everyday knowledge.
- Students proficient at Level 5 (over 625 points) can manage information that is difficult to find in unfamiliar texts, showing detailed understanding and making relevant, perceptive inferences, evaluating critically, building hypotheses, drawing on specialized knowledge, and accommodating concepts that may be contrary to expectations.

In this assessment, almost three-quarters of Saskatchewan 15-year-old students demonstrated Level 3 or higher performance, indicating their capability of reading tasks of at least moderate complexity. Over 40 percent showed capability of performing difficult reading tasks, construing meaning from nuances of language and critically evaluating the text (Level 4 and above). These percentages are statistically similar to overall Canada results (Figure 54).

Figure 54: Reading Assessment Results, Percentage of 15-Year-Olds Achieving Specified Overall Reading Level or Higher, Saskatchewan and Canada, 2000



Note: Results are statistically different only if 'margin of statistical error' bars do not overlap.

Source: Human Resources Development Canada and Statistics Canada. (2001). *Measuring up: The performance of Canada's youth in reading, mathematics and science*. Ottawa, ON.

Figure 55 shows the countries and provinces whose average reading scores were statistically higher than or statistically similar to Saskatchewan. Students in only Finland, Alberta and Quebec scored significantly better in any of the reading skill areas than did Saskatchewan students. Saskatchewan results were in the top quarter of the 41 jurisdictions (provinces and countries) in all reading skill areas, with average scores above the international average of 500.

Figure 55: Reading Assessment Results, Average Overall Reading Score Comparisons Between Saskatchewan and Other Provinces and Countries, 2000

Scale	Average Score Comparisons: Significantly higher than SK – Provinces	Significantly higher than SK – Countries	Statistically similar to SK – Provinces	Statistically similar to SK – Countries	Significantly lower than SK
Reading - overall SK average score - 529	AB	Finland	BC MB NS ON QC	Australia Canada Ireland Japan Korea New Zealand United Kingdom	- 3 provinces - 23 countries
Reading - retrieving information SK average score - 527	AB	Finland	BC MB ON QC	Australia Belgium Canada Ireland Japan Korea New Zealand United Kingdom	- 4 provinces - 22 countries
Reading - interpreting information SK average score - 525	AB QC	Finland	BC MB NS ON	Australia Canada Ireland Japan Korea New Zealand Sweden	- 3 provinces - 23 countries
Reading - reflecting on what was read SK average score - 539	AB		BC MB NL NS ON QC	Canada Finland Ireland Japan New Zealand United Kingdom	- 2 provinces - 25 countries

Note: Provinces and countries in the above table are listed in alphabetical order in each performance category, not in order of raw scores.

Source: Human Resources Development Canada and Statistics Canada. (2001). *Measuring up: The performance of Canada's youth in reading, mathematics and science*. Ottawa, ON.

The abilities to compute, to effectively use numeracy skills, and gather and analyze information to solve problems are key to students' academic development. These skills enable them to understand and appreciate patterns and order in the world, to function in everyday numerical tasks and problem analysis, to equip them with skills necessary for studies in the social and natural sciences, and to prepare them for post-secondary study and work.

In 2000 and 2001, Saskatchewan participated in a number of large-scale assessments, which provided several snapshots of students' proficiencies in different areas of mathematics. On the following pages, results are presented for:

- a provincial assessment of Grade 5, 8 and 11 students' performance in solving complex math challenges, and the quality in which they communicate their understanding and represent their solutions
- a national assessment of 13- and 16-year-old students' understanding of mathematics content areas, and their performance in solving math problems

- an international assessment of 15-year-old students' performance in solving math problems.

In May 2001, over 2,000 Grade 5, 8 and 11 students participated in the 2001 Provincial Mathematics Learning Assessment providing a snapshot of Saskatchewan students' knowledge, skills, attitudes, practices and opportunities related to mathematics. Students completed one of two components, a hands-on performance-based component or a written component.

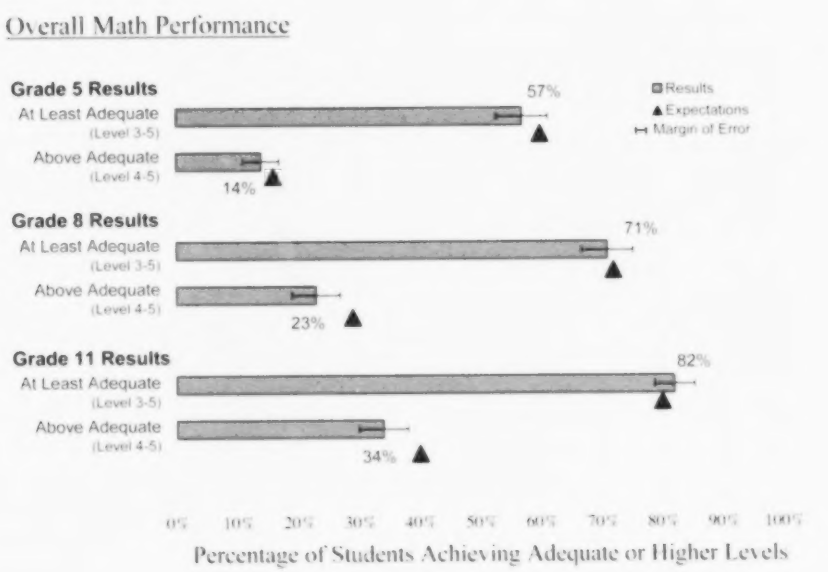
The performance-based activities invited students to use materials and approaches to gather information and test strategies in solving complex math problems. Student achievement was interpreted using a five-level scale with Level 1 representing limited performance and Level 5 representing insightful performance. Level 3 and above represented good performance. A 25-member panel comprised of teachers, students, parents, trustees, administrators, business people and scholars set expectations for the percentage of students that should achieve each level of performance for each grade.

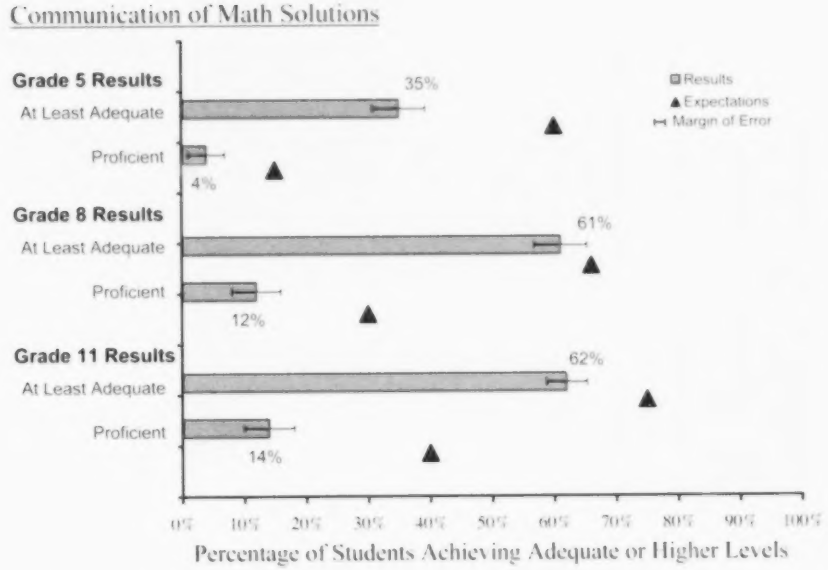
The charts in Figure 56 show that:

- The percentage of Saskatchewan students achieving overall adequate mathematics performance met provincial expectations. The mathematics work of 57 percent of Grade 5 students, 71 percent of Grade 8 students and 82 percent of Grade 11 students was scored as adequate.
- One in three Grade 11 students and one in four Grade 8 students demonstrated above adequate performance; however, both these proportions were below provincial expectations. Grade 5 students met expectations for this higher level of proficiency.
- Fewer students than expected adequately communicated their problem solving strategies and represented their solutions. The small proportions demonstrating highly proficient communication were well short of provincial expectations.

Several of the performance tasks and content questions were the same as those used in the 1997 Provincial Mathematics Learning Assessment. In one of five Grade 11 math challenges common to the two assessments, 2001 results were significantly higher than 1997 results. The percentages of students who communicated their math understanding and strategies and represented their solutions at least adequately were significantly higher in 2001 than in 1997 for the Grade 8 and Grade 11 levels. Otherwise, the 2001 results were similar to those observed for the 1997 Assessment.

Figure 56: Mathematics Assessment Results, Overall Achievement Levels and Communication Achievement Levels, Grades 5, 8 and 11, 2001





Note: Student achievement does not meet provincial expectations if the "margin of statistical error" bar does not reach the expectations triangle.

Source: Saskatchewan Learning. (2002). *Assessment and Evaluation Unit Data*. Regina, SK.

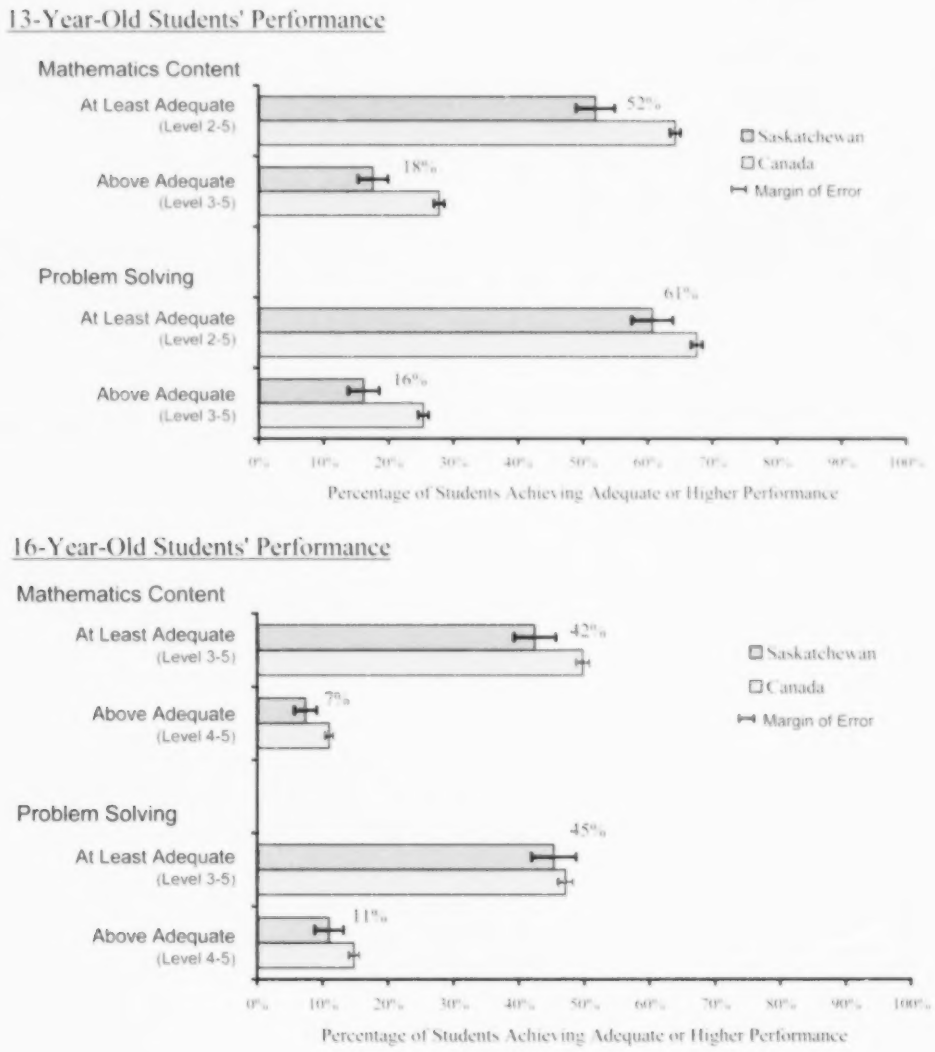
A second snapshot of student performance in mathematics was provided through the participation of about 3,500 Saskatchewan 13- and 16-year-old students in the national 2001 School Achievement Indicators Program Mathematics Assessment. This Assessment had two components: a mathematics content test and a mathematics problem-solving test.

The mathematics content component focussed on testing students' knowledge and skills in the areas of numbers and operations, algebra and functions, geometry and measurement, and data management and statistics. The problem-solving component presented five multi-part problems to assess student skills in using numbers and symbols, performing mathematical reasoning, pursuing different analyses and strategies, and communicating their understanding and solutions. In both components, student performance was measured based on five levels of achievement. Level 1 represents limited achievement and Level 5 represents the highest achievement. The same assessment criteria and tests were used for both 13- and 16-year-old students.

Just over half of Saskatchewan 13-year-olds achieved at least adequate (Level 2-5) performance in the mathematics content component and just over 60 percent achieved at least adequate performance in problem-solving. About 45 percent of Saskatchewan 16-year-olds reached adequate (Level 3-5) performance levels or higher for the content and the problem-solving components. Saskatchewan results for adequate and higher achievement in the mathematics content and problem-solving components were generally below the Canadian profile for both 13- and 16-year-old students. An exception to this was the performance of 16-year-olds on the problem-solving component (Figure 57).

A comparable national mathematics assessment occurred in 1997. Saskatchewan results were significantly higher in 2001 than in 1997 for the problem-solving component. Significantly higher percentages of both 13- and 16-year-olds achieved at least adequate performance. Also, more 13-year-olds showed highly proficient problem-solving performance in 2001 than in 1997. In the mathematics content component, 1997 and 2001 results were statistically similar, except that fewer 16-year-olds in 2001 achieved Level 3 performance than was the case in 1997. In most areas, the overall Canadian profile showed more substantive improvements from 1997 to 2001 than those seen in Saskatchewan. Consequently, Saskatchewan results remain significantly lower than overall Canada results in many areas of this mathematics assessment.

Figure 57: Mathematics Assessment Results, Mathematics Content and Problem Solving, Saskatchewan and Canada, 13- and 16-Year-Old Students, 2001



Note: Student achievement in Saskatchewan does not differ significantly from student achievement in Canada if the 'margin of statistical error' bars do not overlap for a particular measure.

Source: Council of Ministers of Education, Canada. (2002). *Report on Mathematics Assessment III, School Achievement Indicators Program 2001*. Toronto, ON.

A third snapshot of student performance in mathematics was offered through the analysis and reporting of the 2000 Programme International for Student Assessment (PISA) results. Although reading was the major focus of this 2000 Assessment, minor components of the Assessment provided some information about students' mathematical literacy and their science literacy.

The PISA mathematical literacy score reflects students' abilities to recognize and interpret math problems encountered in their world, translate them into a mathematical context, use their knowledge and procedures to solve the problems, reflect on their strategies, and communicate their solutions. PISA results are expressed using a scale adjusted so that the international average was 500 and two-thirds of the students would score between 400 and 600.

The average score for Saskatchewan 15-year-olds was 525, significantly higher than the international average. Figure 58 shows that Saskatchewan results are statistically similar to overall Canada results, but below those of Alberta and Quebec.

Figure 58: Mathematics Assessment Results, Average Score Comparisons Between Saskatchewan and Other Provinces and Countries, 2000

Scale	Average Score Comparisons				
	Significantly higher than SK		Statistically similar to SK		Significantly lower than SK
	Provinces	Countries	Provinces	Countries	
Mathematics - overall	AB	Finland	BC	Australia	- 4 provinces
	QC	Japan	MB	Austria	- 17 countries
SK average score - 525		Korea	ON	Belgium	
				Canada	
				Denmark	
				France	
				Iceland	
				Liechtenstein	
				New Zealand	
				Switzerland	
				United Kingdom	

Note: Provinces and countries in the above table are listed in alphabetical order in each performance category, not in order of raw scores.

Source: Human Resources Development Canada and Statistics Canada. (2001). *Measuring Up: The Performance of Canada's Youth in Reading, Mathematics and Science*. Ottawa, ON.

In school, home and community environments that support learning, students develop the desire to know, to observe, to ask questions and to seek answers. Saskatchewan's science curriculum invites students to develop these dispositions and the skills of investigation, measurement, manipulation, interpretation and application as they build on their scientific literacy.

In Spring 2000, the participation of about 3,500 Saskatchewan 15-year-olds in the 2000 Programme International for Student Assessment (PISA) provided some information about how their scientific literacy skills compare with those of other 15-year-olds in the nation's provinces and in 30 other countries in the world. The assessment tested students' ability to use scientific knowledge to recognize scientific questions, to identify what is involved in scientific investigations, to relate data to conclusions, and to communicate their scientific understanding.

The PISA scientific literacy scale is adjusted so that the international average was 500 and two-thirds of the students would score between 400 and 600. At the lower end of the scale (about 400 points), students can recall simple scientific factual knowledge, and use this knowledge to draw or evaluate conclusions. At about 550 points on the scale, students use scientific concepts to make predictions, provide explanations, identify details involved in scientific investigation, and select relevant information from competing data or arguments in drawing or evaluating conclusions. Students scoring at the higher end of the scale can create or use conceptual models to make predictions or give explanations, analyze scientific investigations in relation to experimental design, use data to evaluate alternative viewpoints, and communicate scientific arguments with detail and precision.

The average score for Saskatchewan 15-year-olds was 522, significantly higher than the international average. Figure 58 shows that Saskatchewan results are statistically similar to overall Canada results, but below those of Alberta and Quebec.

Figure 59: Science Assessment Results, Average Score Comparisons Between Saskatchewan and Other Provinces and Countries, 2000

Scale	Average Score Comparisons				
	Significantly higher than SK		Statistically similar to SK		Significantly lower than SK
	Provinces	Countries	Provinces	Countries	
Science - overall	AB	Finland	BC	Australia	- 2 provinces
	QC	Japan	MB	Austria	- 21 countries
SK average score - 522		Korea	NL	Canada	
			NS	Ireland	
			ON	New Zealand	
				Sweden	
				United Kingdom	

Note: Provinces and countries in the above table are listed in alphabetical order in each performance category, not in order of raw scores.

Source: Human Resources Development Canada and Statistics Canada. (2001). *Measuring Up: The Performance of Canada's Youth in Reading, Mathematics and Science*. Ottawa, ON.

The amount of information to be processed in today's complex world requires discerning minds and individuals skilled in higher order analysis, synthesis and evaluation operations. Students need to develop critical thinking skills to make sense of information, consider and assimilate viewpoints and data, formulate options and make decisions. Students need creative thinking skills as they evaluate information and craft creative solutions to increasingly complex challenges.

Saskatchewan's K-12 curriculum recognizes the importance of engaging students to be strong critical and creative thinkers in all areas of study. Critical and creative thinking is one of six common essential learnings that is planned for, whether a student is studying arts education, social studies, mathematics, or any other area of study. In general, creative thinking involves the creation or generation of ideas, processes, or experiences; critical thinking is concerned with the evaluation of these. Critical and creative thinking are interrelated and complementary aspects of thinking.

In Spring 2002, almost 2,000 Saskatchewan students participated in a provincial assessment of their critical and creative thinking skills and dispositions, and the factors that contribute to those skills and dispositions. The work of participating Grade 5, 8 and 11 students was scored across four dimensions defined for the assessment. Three of the dimensions follow:

- *imaginative and evaluative thinking* - the fluency, flexibility and originality of students' thinking, and their ability to discover relationships, identify differences and similarities, and evaluate alternatives to a decision
- *independent, supported thinking* - how well students develop and support their own perspectives and conclusions, and reflect on their own thinking
- *constructing knowledge* - how students recognize and use their knowledge, identify gaps in their knowledge related to a particular task, and how they use scientific inquiry or creative problem-solving in light of those identified gaps.

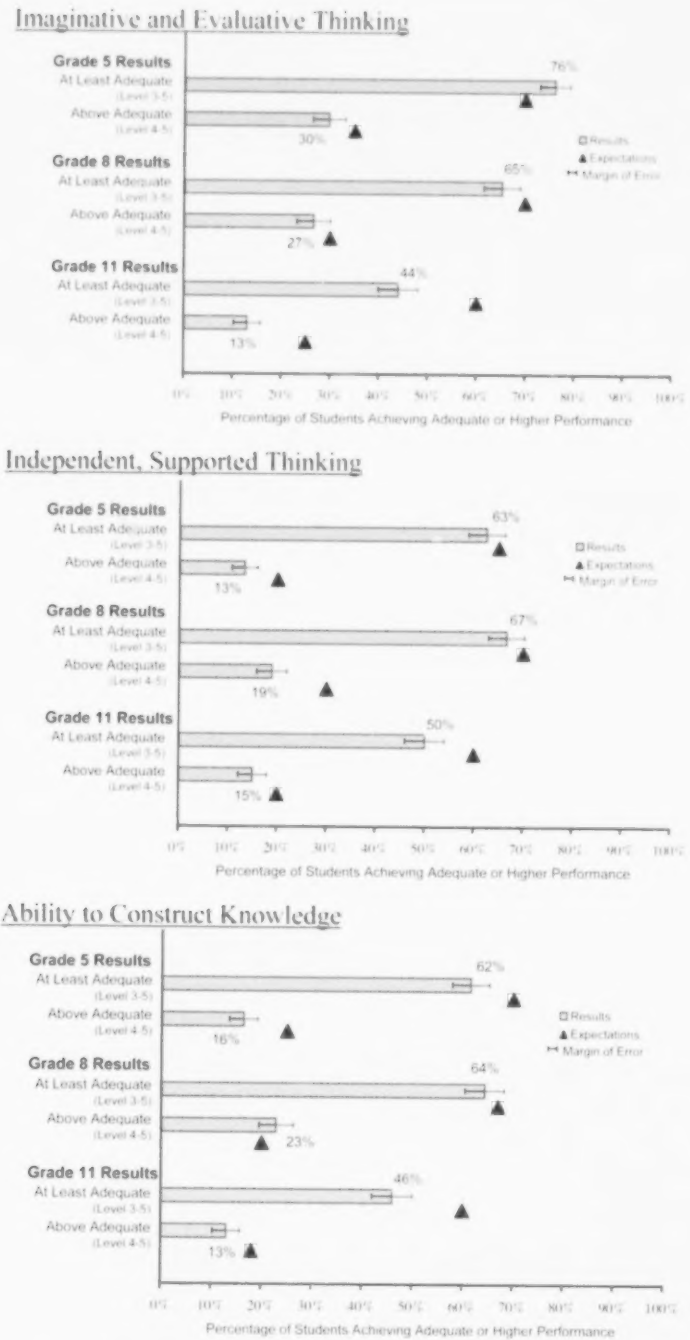
The fourth dimension assessed, students' strong sense thinking, is presented in the next section of the report.

Student achievement was interpreted using a five-level scale with Level 5 representing highest achievement, Level 1 representing lowest achievement, and Level 3 representing adequate performance. A 25-member panel comprised of teachers, students, parents, trustees, administrators, business people and scholars set expectations for the percentage of students that should achieve each level of performance for each grade.

The charts in Figure 60 show that:

- About three-quarters of Grade 5 students, two-thirds of Grade 8 students and less than one-half of Grade 11 students demonstrated adequate or better imaginative and evaluative thinking. Grade 5 results met provincial expectations; however, Grade 8 and 11 results fell short of expectations for the percentages demonstrating adequate performance.
- About two-thirds of Grade 5 and 8 students and one-half of Grade 11 students met the assessment criteria for adequately developing and supporting arguments toward a conclusion. Grade 5 and 8 results were in line with provincial expectations.
- Over 60 percent of Grade 5 and 8 students and less than 50 percent of Grade 11 students scored adequate or better against the criteria set for constructing knowledge. Grade 8 results met provincial expectations; Grade 5 and 11 results did not.
- The percentages of Grade 5 and Grade 11 students attaining Levels 4 and 5 were lower than expected in all dimensions measured in the Critical and Creative Thinking Assessment. Grade 8 students met expectations of these higher performance levels in the measures of their ability to construct knowledge and in their imaginative and evaluative thinking.

Figure 60: Critical and Creative Thinking Assessment Results, Grades 5, 8 and 11, Saskatchewan, 2002



Note: Student achievement does not meet provincial expectations if the 'margin of statistical error' bar does not reach the expectations triangle.

Source: Saskatchewan Learning. (2002). *Assessment and Evaluation Unit Data.* Regina, SK.

Personal and Social Values, Attitudes and Skills

In Saskatchewan

- *most students like to learn, feel good about school and their work, and have a sense of belonging at school*
- *most students consider the subjects they study as important, and persist to complete difficult tasks*
- *most students assume responsibility for how well they are doing in school*
- *fewer than one-half of students spend at least one hour per week doing homework in language arts, mathematics or science*
- *about 40 percent of students watch at least 10 hours of television per week*

Living a productive and healthy life, working cooperatively with others, and behaving responsibly in society are as important for personal and career success as academic skills. The Goals of Education focus on personal and social values and skills as well as on academics.

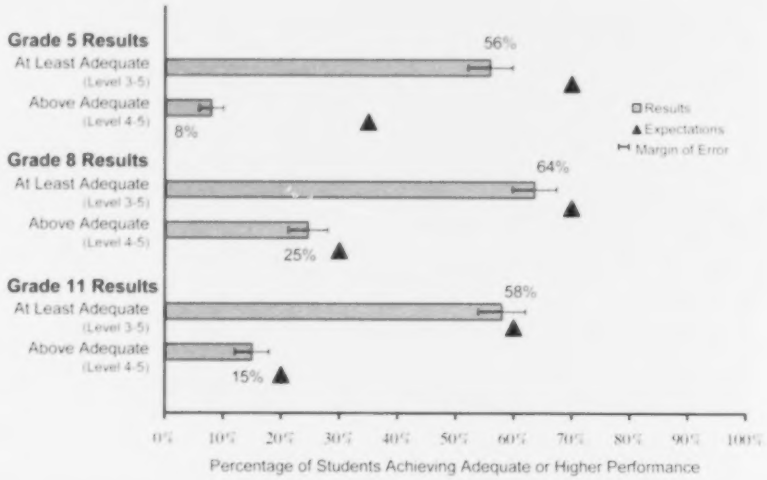
A fourth dimension of critical and creative thinking assessed in the 2002 Provincial Critical and Creative Thinking Assessment related to students' fair-mindedness or 'strong sense' thinking dispositions. The almost 2000 Grade 5, 8 and 11 students participating in the Assessment responded to a number of situational questions or decision-making contexts, describing who was affected by actions or decisions, how they were affected, and which were the best decisions to be made. Student achievement was interpreted using criteria from Level 1 (low) to Level 5 (high) indicating the extent to which students:

- seek out the most accurate and fair decisions regardless of their own particular interests or biases;
- are sensitive to the feelings of others when making decisions; and,
- consider making decisions that have a positive impact on society as a whole.

Figure 61 shows that:

- 56 percent of Grade 5 students, 64 percent of Grade 8 students, and 58 percent of Grade 11 students responded consistent with Level 3 or higher criteria for their fair-mindedness, sensitivity and consideration of impact when describing actions and decisions in different contexts presented in the Assessment. Grade 11 results met provincial expectations for at least adequate performance; Grade 5 and 8 results did not.
- The percentages of students achieving high levels (Level 4-5) in measures of their 'strong sense' thinking did not meet provincial expectations.

Figure 61: Students' 'Strong Sense' Thinking Results, Grades 5, 8 and 11, Saskatchewan, 2002



Note: Student achievement does not meet provincial expectations if the 'margin of statistical error' bar does not reach the expectations triangle.

Source: Saskatchewan Learning. (2002). *Assessment and Evaluation Unit Data*. Regina, SK.

Students' attitudes toward school, how they feel others value their success in school, and the interest they have in school activities contribute to their commitment to learn and to do well in school. Students participating in a 2001 mathematics assessment completed a questionnaire about their attitudes and practices toward mathematics and school in general.

Almost all Saskatchewan students reported that they like to learn new things. About three in four students reported feeling good about school and their school work, although only half the students indicated they were genuinely interested in their school work. About 60 percent said they enjoyed school. These general attitudes about school and school work were very similar in Saskatchewan and Canada. Fewer Saskatchewan than Canadian students thought it is very important for them to do well in school, and perceived that their parents think it is very important for them to do well in school. With respect to teachers' and friends' beliefs of the importance of them doing well at school, Saskatchewan students perceptions were similar to the rest of Canada (Figure 62).

Figure 62: Student Attitudes About School, Saskatchewan and Canada, 2001

	Saskatchewan		Canada	
	Age 13	Age 16	Age 13	Age 16
Students reporting that they ...				
like to learn new things	93%	96%	95%	97%
enjoy going to school	60%	59%	57%	59%
feel good about school	76%	76%	75%	74%
are genuinely interested in school work	53%	49%	54%	53%
feel good about their school work	78%	70%	76%	69%
know how to organize their school work	76%	75%	78%	72%
Students' perceptions: It is very important for me to do well in school, according to ...				
me	56%	51%	64%	59%
my parents	76%	72%	82%	77%
my teachers	64%	54%	63%	52%
my friends	10%	11%	11%	14%

Note: Percentages in the table above indicate the percentage of students who agreed or strongly agreed with the given statements. Generally, differences between age groups or between Saskatchewan and Canada are not statistically significant unless they differ by about 5 percent.

Source: Council of Ministers of Education, Canada. (2001). *2001 School Achievement Indicators Program: Mathematics Assessment Student Questionnaire Unpublished Data.*

Students' sense of belonging, how they feel they are treated and how they get along with others at school can affect their attitudes toward school and learning, and can influence the success they experience in their learning. The great majority of Saskatchewan students have many friends, get along with others, and feel respected and fairly treated at school. Most reported feeling important at school. Saskatchewan results were similar to overall Canada results (Figure 63).

Figure 63: Students' Sense of Belonging at School, Saskatchewan and Canada, 2001

	Saskatchewan		Canada	
	Age 13	Age 16	Age 13	Age 16
Students reporting that they ...				
have lots of friends at school	92%	93%	93%	93%
get along with most students at school	93%	94%	92%	94%
feel important at school	63%	56%	58%	54%
feel people respect them at school	83%	87%	82%	89%
feel teachers treat them fairly	85%	86%	83%	86%

Note: Percentages in the table above indicate the percentage of students who agreed or strongly agreed with the given statements. Generally, differences between age groups or between Saskatchewan and Canada are not statistically significant unless they differ by about 5 percent.

Source: Council of Ministers of Education, Canada. (2001). *2001 School Achievement Indicators Program: Mathematics Assessment Student Questionnaire Unpublished Data.*

About 90 percent of Saskatchewan 13- and 16-year-olds think that language arts, mathematics and science are important subjects and most think these areas of study will be important to their future studies. Fewer than half of the students think it is very important for them to do well, but about 60 percent think their teachers believe it is very important for them to do well in these three subject areas (Figure 64).

Students are less likely to think of language arts (as opposed to mathematics and science) as being more difficult than other subjects, and more will persist to complete difficult tasks in language arts than in mathematics and science. More students tend to be satisfied with their marks in language arts than they are with their marks in mathematics, particularly so for 16-year-olds. For any of the subject areas, fewer than half the students spend at least one hour per week doing homework outside school hours.

Comparable Saskatchewan and overall Canada data were available for students' attitudes toward mathematics. For most items, Saskatchewan results were similar to overall Canada results, except Saskatchewan students tend to spend less time than Canadian students doing mathematics homework, and not as many consider mathematics to be a very important subject. More Saskatchewan students than Canadian students reported satisfaction with their marks in mathematics (Canadian results are not shown in the table).

Figure 64: Student Attitudes Toward Selected Areas of Study, Saskatchewan and Canada, 1999, 2001 and 2002

	Language Arts 2002		Mathematics 2001		Science 1999	
Percentage of students reporting ...	**Age 13**	**Age 16**	**Age 13**	**Age 16**	**Age 13**	**Age 16**
it is very important for them to do well in ...*	43%	37%	39%	33%	33%	28%
their parents think it is very important for them to do well in ...*	52%	42%	47%	38%	35%	30%
their teachers (in particular subject) think it is very important for them to do well in ...*	63%	60%	65%	55%	68%	57%
it* is an important subject	87%	89%	93%	90%	89%	90%
it* is important for their future studies	80%	75%	84%	73%	-	-
it* is more difficult than other school subjects	33%	28%	48%	60%	46%	56%
they keep trying until they complete difficult tasks in ...*	75%	77%	67%	69%	69%	68%
they are satisfied with their marks this year in ...*	86%	80%	79%	62%	81%	70%
they spend one hour or more per week doing homework in ...*	43%	45%	39%	48%	38%	48%

Note: Percentages in the table above indicate the percentage of students who agreed or strongly agreed with the given statements. Data for the areas of study were collected in different years, as stated in the column headings. Generally, differences between age groups are not statistically significant unless they differ by about 5 percent.

it* and ...* are used in reference to the areas of study designated as column headings.

Source: Council of Ministers of Education, Canada. (2002). *2002 School Achievement Indicators Program: Writing Assessment Student Questionnaire Unpublished Data.*

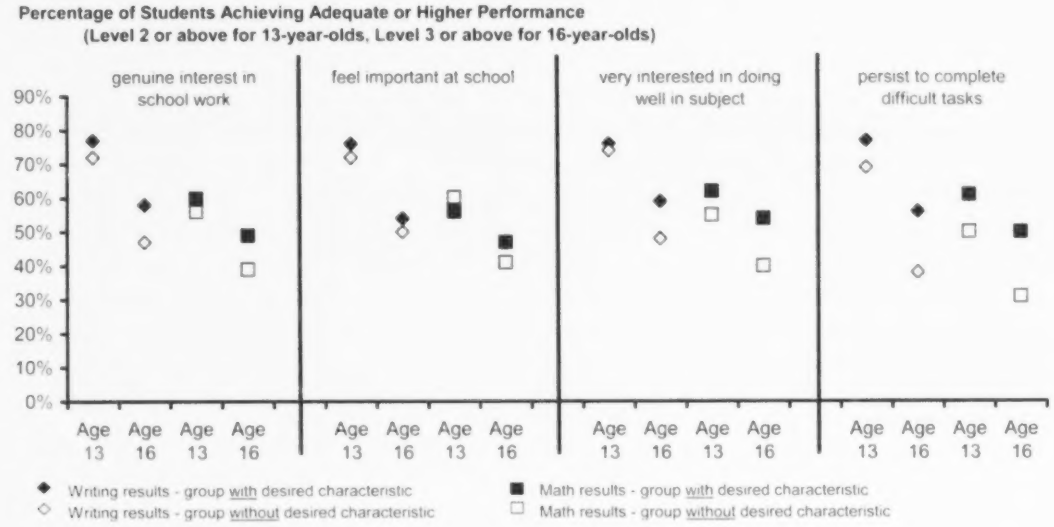
Council of Ministers of Education, Canada. (2001). *2001 School Achievement Indicators Program: Mathematics Assessment Student Questionnaire Unpublished Data.*

Council of Ministers of Education, Canada. (2000). *1999 School Achievement Indicators Program: Science Assessment Student Questionnaire Unpublished Data.*

Students' attitudes develop over time and are often affected by the types of role models they have, the positive and negative circumstances they have experienced, and the character and dispositions they develop. Attitudes related to commitment, persistence, enjoyment, interest and flexibility allow students to work cooperatively and effectively with others, engage in tasks, cope with adversity, and experience more success throughout life. These same attitudes often contribute to more success at school and increased academic performance.

Figure 65 compares the percentage of Saskatchewan students attaining adequate or better performance in national writing (2002) and mathematics (2001) assessments, based on whether or not they belong to groups with particular attitudes or characteristics. For 16-year-olds, the group with the desired attitude or characteristic achieved higher than their counterparts. For 13-year-olds, most differences were small, except those who report persisting to complete difficult tasks in language arts and mathematics performed better than those who do not persist. Results were similar for language arts and mathematics.

Figure 65: Students' Attitudes and Academic Performance, 13- and 16-Year-Olds, Saskatchewan, 2001 and 2002



Source: Council of Ministers of Education, Canada. (2002). *2002 School Achievement Indicators Program: Writing Assessment Student Questionnaire Unpublished Data.*

Council of Ministers of Education, Canada. (2001). *2001 School Achievement Indicators Program: Mathematics Assessment Student Questionnaire Unpublished Data.*

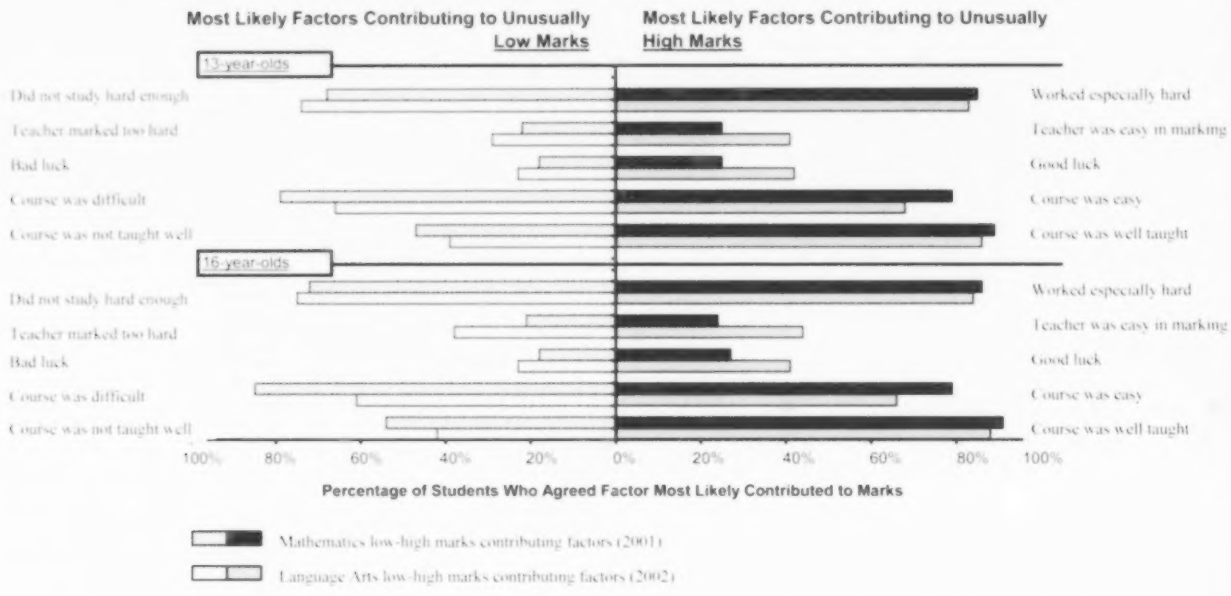
Assuming responsibility for actions and results is an important disposition expected of members of a society. Identifying factors that contribute to success or failure, taking ownership of self-contributing factors, and addressing factors that they can influence are key qualities that allow students to assess praise and criticism realistically and contribute to their self-concept development.

About 80-85 percent of Saskatchewan 13- and 16-year-olds report they deserve the marks they receive in language arts and in mathematics, almost identical to those reported by other Canadian 13- and 16-year-olds.

A number of factors can contribute to an unusually low or high mark received by a student. Some of these include how hard the student has worked at mastering the learning, the difficulty of the course material experienced by the student, the effectiveness of the instruction for the student, and the appropriateness of the assessment used to determine the student's understanding. Figure 66 shows the percentages of 13- and 16-year-olds that indicated various factors had mostly contributed to unusually low or unusually high marks received in language arts and mathematics.

Figure 66 shows that students assume significant responsibility for how well they do, good or bad, in both areas of study. Students identified other factors contributing to unusually high or low marks, particularly reporting course difficulty as a reason for low marks. They were more likely to credit the quality of teaching for high marks received than they were to blame the quality of teaching for low marks received. Students identified course difficulty as being more of a factor contributing to unusual marks in mathematics than in language arts, and teacher marking to play a greater role in language arts than in mathematics.

Figure 66: Most Likely Factors Contributing to Unusual Marks, Saskatchewan 13- and 16-Year-Olds' Perceptions, 2001 and 2002



Source: Council of Ministers of Education, Canada. (2002). *2002 School Achievement Indicators Program: Writing Assessment Student Questionnaire Unpublished Data.*

Council of Ministers of Education, Canada. (2001). *2001 School Achievement Indicators Program: Mathematics Assessment Student Questionnaire Unpublished Data.*

Awareness of, monitoring and controlling one's own thinking are important skills and practices in becoming self-reliant learners on the road to life-long learning. Metacognition is the term used to describe this ongoing self-evaluation of the thinking process. It usually involves a number of aspects including:

- setting goals
- committing to remain on-task and working toward attainment of goals
- continual monitoring of progress toward the goals
- reflecting on what's working, what resources are available and what adjustments need to be made to attain the goals
- persistence and discipline in moving toward the goals.

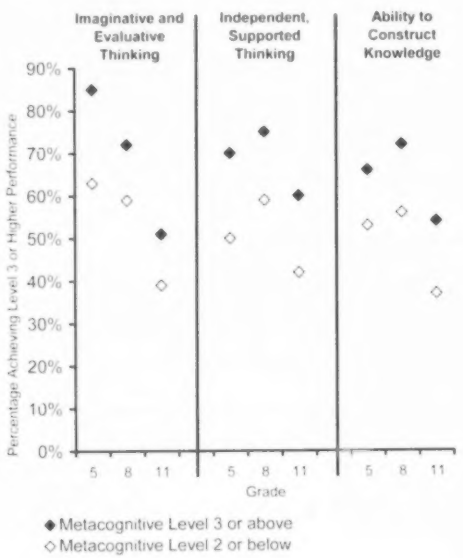
Students' metacognitive skills and practices were assessed from their responses to various questionnaire items during the 2002 Provincial Critical and Creative Thinking Assessment. These skills and practices were described using a five-level scale, briefly stated in Figure 67. Over 60 percent of Grade 5 students, 55 percent of Grade 8 students and 52 percent of Grade 11 students reported goal-setting, reflection and monitoring, and on-task and persistence characteristics and practices consistent with Level 3 or higher. These students tend to be more independent and take responsibility for where they've been, where they're headed, what they're currently doing, and how it all fits together. They tend to have the commitment to carry through on plans and the reflective practice to consider what needs to be changed to work better.

Figure 67 also shows how the performance in three dimensions of critical and creative thinking compared among the group of students with high-level metacognitive skills and practices and the group of students with low-level metacognitive skills and practices. In all comparisons, greater percentages of students in the high-level metacognitive group than in the low-level metacognitive group achieved adequate or higher critical and creative thinking scores. These differences ranged from 12 to 22 percentage points. The effects were similar for all three grade levels assessed.

Figure 67: Saskatchewan Students' Metacognitive Skills and Practices, and Relationship to Performance (Critical and Creative Thinking), Grades 5, 8 and 11, 2002

Metacognitive Level	Grade 5	Grade 8	Grade 11
Level 5 (high): Sets realistic, daily goals; regularly monitors performance; consistently stays on-task and influences others to remain focused; thrives on solving problems independently; reviews pre-unit work	7%	3%	3%
Level 4: Sets realistic, long-term targets; monitors performance weekly; remains focused and attentive; likes to solve problems independently and only asks for a hint after much effort; reviews previous work	10%	6%	5%
Level 3: Periodically sets long-term goals; reflects on day's activity when something goes wrong; usually on-task and returns to such through self-monitoring; completes most assignments	45%	46%	44%
Level 2: Sets long-term goals when asked to do so; reflects on class material when a test is coming; usually participates but requires direction to return to task; completes short or interesting assignments; sometimes unprepared	33%	39%	41%
Level 1: (low) Reluctantly sets superficial goals; assumes little responsibility for learning; seldom engaged in class activities; irregular completion of assignments; often unprepared	4%	7%	7%

Percentage of Students Achieving Adequate or Higher Critical and Creative Thinking Skills, High Metacognitive Group vs. Low Metacognitive Group



Source: Saskatchewan Learning. (2003). *Assessment and Evaluation Unit Data.* Preliminary findings from the 2002 Provincial Critical and Creative Thinking Assessment. Regina, SK.

Students develop skills and attitudes in many contexts including those outside of school. Also, the activities students engage in outside of school can affect the time they spend working on school assignments, reflect on what they are learning, and extend their learning to other areas of life.

Figure 68 gives information about how students use some of their time outside school hours. Students spend a significant portion of their out-of-school hours watching television and/or playing computer and video games, younger students more so than older students. About half of Grade 5 students spend more than 10 hours per week watching television and two out of three of them play computer or video games at least 6 hours per week. Half of Saskatchewan 13- and 16-year-olds use a computer for school purposes at least one hour per week, and almost this same proportion spends at least one hour per week reading for enjoyment. Taking formal lessons occupies at least one hour per week of 57 percent of 13-year-olds and 42 percent of 16-year-olds.

Figure 68: Saskatchewan Students' Time Spent Outside School Hours, Selected Areas, 2002

	Age 13	Age 16
At least one hour per week …		
take extra school lessons or receive tutoring	7%	10%
take other lessons (music, swimming, etc.)	57%	42%
read for enjoyment	48%	41%
use a computer for school purposes	50%	50%
At least 5 hours per week …		
use a computer for entertainment (Internet, email, computer games)	40%	29%
At least 10 hours per week …		
watch television	44%	36%

Selected findings from Grade 5 student surveys …

- 46 percent read at least 6 hours per week
- about 30 percent play board or card games at least 6 hours per week
- almost 80 percent play sports at least 6 hours per week
- 66 percent play computer or video games at least 6 hours per week
- 48 percent watch television at least 11 hours per week

Source: Council of Ministers of Education, Canada. (2002). *2002 School Achievement Indicators Program: Writing Assessment Student Questionnaire Unpublished Data.*

Saskatchewan Learning. (2003). *Assessment and Evaluation Unit Data.* Preliminary findings from the 2002 Provincial Critical and Creative Thinking Assessment. Regina, SK.

System Goals

This section provides both process and outcome indicators to describe policies, resources, and actions taken by the education system and their effects in achieving system goals. The system goals are organized in this section under the following headings:

- Relevance
- Equity
- Accessibility
- Responsiveness

Relevance

Relevance refers to the extent to which the education system, as a whole, and specific programs respond to the needs of students and the expectations of the community. Five aspects of relevance are addressed in this section:

- curriculum
- school policies and improvement plans
- instructional practices
- teacher professional development
- preparing for transitions to post-secondary education and work

How are curricula being kept relevant?

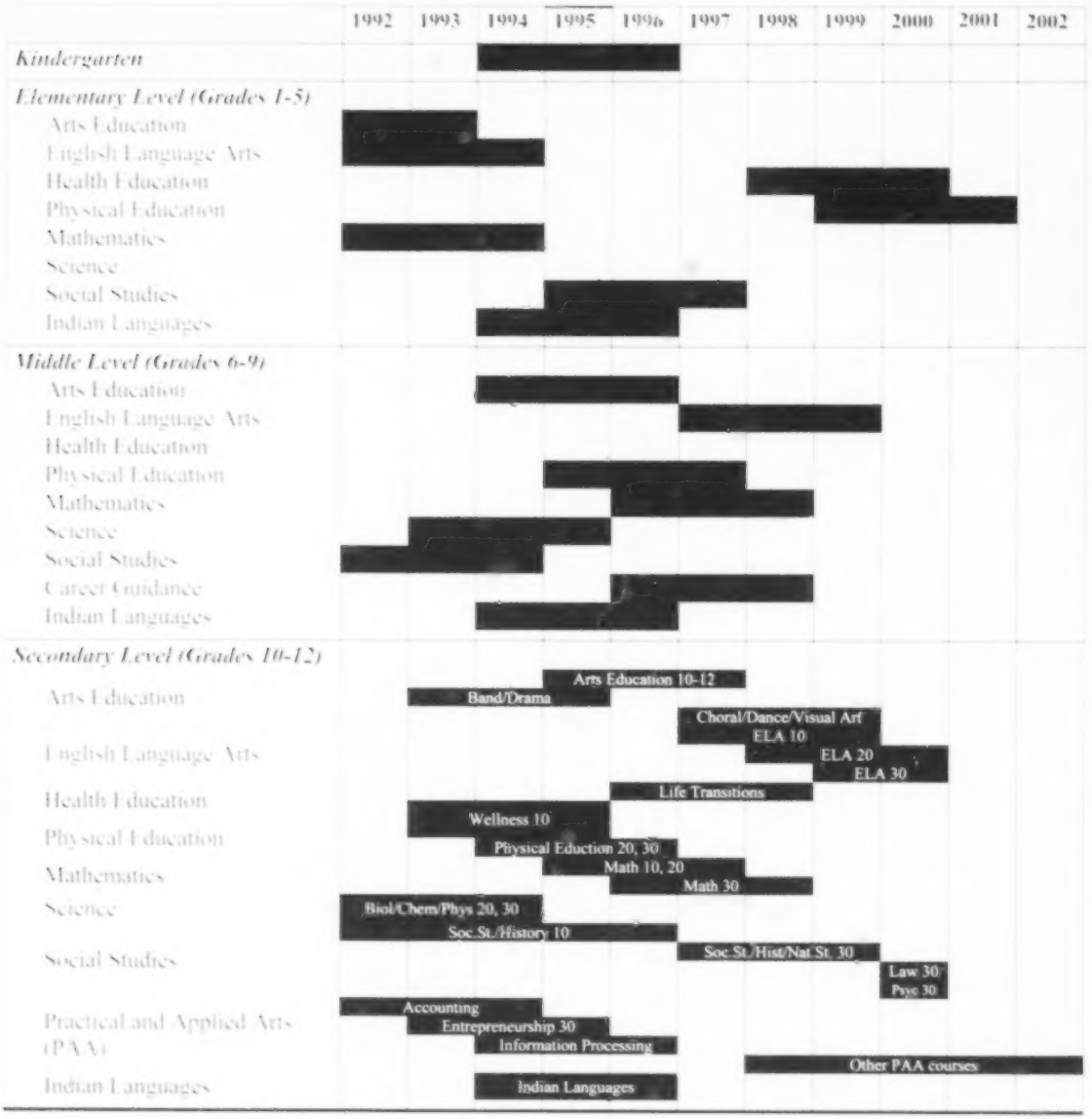
Since the mid-1980's, Saskatchewan has adopted a continuous cycle that involves the design, implementation, evaluation and renewal of curricula to ensure the content and instructional approaches remain current and relevant in meeting the needs of students. For each area of study, Figure 69 shows the 3-year period, beginning in 1992-93, in which schools could begin implementation of new curricula.

The extensive work in ensuring curricula respond to the Goals of Education in fostering the development of all students to their potential is a testament to the hard work and commitment of teachers and others in the education community.

In Saskatchewan

- *a 15-year curriculum revision process is complete and curricula are updated on a regular basis to ensure currency and relevancy*
- *almost 80 percent of Saskatchewan schools set goals or have a plan for school improvement - 45 percent have a school improvement team*
- *about 80 percent of Grade 8 and 11 teachers strive to arouse student curiosity and develop deep understanding when they teach*
- *more than 6 percent of teachers are formally studying in post-graduate programs - others take summer short courses - most are involved in professional development activity*
- *about 93 percent of 16-year-olds intend to take some post-secondary education - about one-quarter of the Grade 12 population go on to attend one of the province's universities*

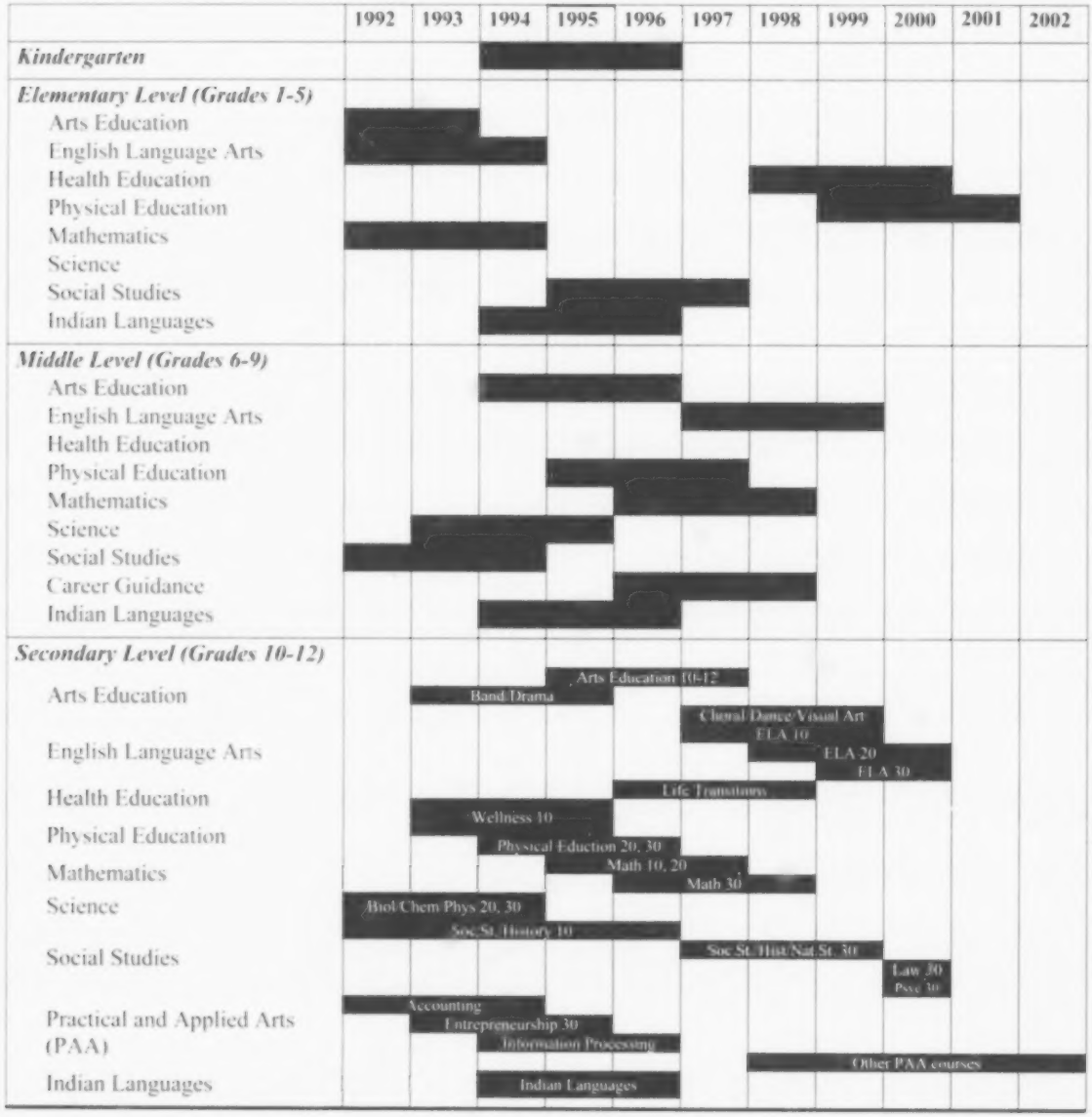
Figure 69: Curriculum Implementation Schedule, Saskatchewan, 1992-93 to 2002-03



Note: Prior to 2002 schools could begin implementation of the curriculum anytime within the years identified by the black bars. Now, as curricula are renewed, they are updated on-line and can be implemented immediately. Other curricula such as Science 1-5 and Health Education 7-9 were implemented prior to 1992-93.

Source: Saskatchewan Learning. (2002). *Curriculum and Instruction Branch Data*. Regina, SK.

Figure 69: Curriculum Implementation Schedule, Saskatchewan, 1992-93 to 2002-03



Note: Prior to 2002 schools could begin implementation of the curriculum anytime within the years identified by the black bars. Now, as curricula are renewed, they are updated on-line and can be implemented immediately. Other curricula such as Science 1-5 and Health Education 7-9 were implemented prior to 1992-93.

Source: Saskatchewan Learning. (2002). *Curriculum and Instruction Branch Data*. Regina, SK.

Curriculum Actualization

The effective implementation of curricula goes far beyond declaring that they be used in the classroom beginning with a particular year. Curriculum actualization is the term Saskatchewan has adopted to describe effective implementation and ongoing renewal of Core Curriculum. It encompasses activities at all levels of the education system where schools, parents and community work together to make Core Curriculum the basis of all teaching and learning in Saskatchewan classrooms. An action plan emphasizing leadership, teaching and learning, partnerships, and system/procedural change has been developed to support the efforts of all education partners in ensuring optimal learning environments for our students. Specific focuses in the plan include:

- curriculum design, implementation, evaluation and renewal;
- resource material identification, evaluation, development, purchase and sharing;
- instruction and assessment support through curriculum materials, professional development and networking opportunities;
- administrative support through policy and resources;
- professional development as a career-long commitment;
- parent and community involvement; and,
- support for monitoring curriculum implementation and school effectiveness.

The Evergreen Curriculum

The Evergreen Curriculum is Saskatchewan Learning's vision of an electronically-delivered, continuously-renewed interactive curriculum. It can be accessed through Saskatchewan Learning's website, *www.sasked.gov.sk.ca*. Over 100 curriculum guides, more than 50 bibliographies, more than a dozen policy documents, and several other Saskatchewan Learning publications are available. New documents are added as they are developed. In addition to on-line curriculum guides, the Evergreen Curriculum offers access to:

- *Virtual Resource Centre (VRC)* – The VRC lists an evaluated, extensive collection of reference sources in education and other subject areas. It is part of the multi-type library partnership between Saskatchewan Learning and the Provincial Library. Users can recommend a resource for inclusion in the VRC by completing an on-line evaluation form.
- *Links to Other Sources* – The Evergreen website contains links to several library catalogues in Saskatchewan and to various agencies that offer lesson plans and teaching resources on-line.
- *Links to Other Saskatchewan Learning Services* – For example, users of the Evergreen website can link to the Video-duplication Centre and to a series of on-line presentations on resource-based learning.
- *Database of Websites* – The Evergreen website lists local, national and international websites that provide information and/or teaching resources in all subject areas. All websites included in this database have been evaluated for quality and relevance.

The school climate affects staff and student morale, school spirit and other conditions that encourage students to attend, engage in learning activities and succeed at school. Explicit policies contribute to clarifying expectations and provide consistent and fair procedures for dealing with issues and recognizing accomplishments. These policies, consistent with a plan for student improvement, can have a positive effect on the school climate.

Figure 70 shows that almost 80 percent of Saskatchewan schools have a set of goals or plan for school improvement but less than one-half have an active group or team organized to facilitate school improvement. Saskatchewan schools are more likely to have policies guiding student evaluation, discipline and absenteeism, and less likely to have policies guiding collaboration, homework and recognition of teacher excellence. Overall in Canada, structures promoting school improvement, as well as policies on homework and recognition of teacher excellence, are more commonplace than reported in Saskatchewan. About 90 percent of Saskatchewan and Canadian in-school administrators agreed their schools had high morale, strong school spirit, pride of students and staff, and support of the community. Saskatchewan administrators were stronger than other Canadian administrators in their agreement with the statements.

Figure 70: School Policies, Improvement Plans and School Climate Perceptions, Saskatchewan and Canada, 2001

School has:	Saskatchewan	Canada
a set of goals or plan for school improvement	78%	89%
an active school improvement group or team	45%	67%
a policy promoting collaboration and sharing among teachers	56%	55%
a written student evaluation policy	72%	73%
a written discipline policy	88%	94%
a written policy on absenteeism	77%	76%
a written policy on homework	34%	49%
a policy to recognize teacher excellence	9%	15%
In-school administrator agrees strongly that the school has:		
high staff morale	31%	26%
strong school spirit	30%	24%
the pride of students and staff	35%	32%
the support of the community	40%	28%

Note: Percentages in the table above indicate the percentage of in-school administrators who identified the presence of the policy in their school and who agreed strongly with given statements about school climate. Generally, differences between Saskatchewan and Canada administrator responses are not statistically significant unless they differ by about 8 percent.

Source: Council of Ministers of Education, Canada. (2001). *2001 School Achievement Indicators Program Mathematics Assessment School Questionnaire Unpublished Data.*

How do teachers plan for instruction in mathematics and in language arts?

Many Saskatchewan teachers use a broad set of resources from which they plan mathematics and language arts lessons. These include their previously prepared lessons, other teacher or specialist lessons, text and resource books, provincial curriculum documents and the Internet. Referencing a breadth of resources allows teachers to plan for relevant learning experiences in their classrooms.

Language arts teachers and mathematics teachers report similar hours spent in preparation, similar frequencies of collaboration with colleagues, and similar usage of previously developed lessons. Language arts teachers tend to use Internet sources and provincial curriculum documents more than mathematics teachers, and student textbooks are used for planning more in mathematics classes than in language arts classes. Saskatchewan mathematics teachers are less likely than their Canadian counterparts to meet with their colleagues and less likely to use the Internet for planning purposes (Figure 71).

Figure 71: Teacher Planning Practices in Mathematics and Language Arts, Saskatchewan and Canada, 2001 and 2002

		Mathematics	Language Arts
at least 3 hours per week planning and preparation time	SK	75%	79%
	Canada	80%	-
meet with other teachers at least one time per week to plan lessons, units or tests, or discuss other program matters	SK	26%	27%
	Canada	45%	-
use my previously prepared lessons at least a few times per week	SK	73%	78%
	Canada	70%	-
use materials prepared by other teachers or specialists at least a few times per week	SK	32%	31%
	Canada	27%	-
use the provincial curriculum documents at least a few times per week	SK	37%	45%
	Canada	40%	-
use teacher guides or teacher editions of text books at least a few times per week	SK	46%	38%
	Canada	54%	-
use student textbooks at least a few times per week	SK	77%	39%
	Canada	85%	-
use other textbooks or resource books at least a few times per week	SK	53%	55%
	Canada	49%	-
use the Internet or other computer-based sources at least a few times **per month**	SK	40%	80%
	Canada	51%	-

Note: Percentages in the table above are derived from teacher responses about their planning practices. Generally, differences between Saskatchewan and Canada teacher responses are not statistically significant unless they differ by about 6 percent. Canada language arts results were not available at the time this table was produced.

Source: Council of Ministers of Education, Canada. (2002). *2002 School Achievement Indicators Program: Writing Assessment Teacher Questionnaire Unpublished Data.*

Council of Ministers of Education, Canada. (2001). *2001 School Achievement Indicators Program: Mathematics Assessment Teacher Questionnaire Unpublished Data.*

Most teachers use a variety of instructional approaches to facilitate learning in the classroom. Data collected in 2001 during a national mathematics assessment indicates the extent to which certain approaches are used in mathematics classrooms.

Most teachers frequently model how to solve problems and teach a variety of problem-solving strategies. Taking notes, completing worksheets and getting individual assistance are frequent weekly activities in math classrooms. Students work in pairs or small groups a few times a week in fewer than half the mathematics classrooms. About 40 percent of teachers outline a few times per week the outcomes to be achieved related to a unit of study.

For most instructional practices there are few differences between Saskatchewan teachers and other Canadian teachers. However, Saskatchewan teachers are less likely to assign homework three times a week or more, have students work in pairs or small groups a few time a week, or independently study the textbook. Saskatchewan teachers are more likely to use greater numbers of assessment scores in determining students' final grades (Figure 72).

The approach does not, by itself, translate into quality instruction and learning. Instead, the meaningful and purposeful interaction among teacher and students determine the utility of the instructional approach.

Figure 72: Instructional Approaches Used in Mathematics Classrooms, Saskatchewan and Canada, 2001

A few times a week or more ...		Student Reports Age 13	Student Reports Age 16	Teacher Reports
Teacher outlines outcomes to be achieved	SK	–	–	37%
	Canada	–	–	40%
Teacher provides overviews	SK	–	–	57%
	Canada	–	–	56%
Teacher gives notes	SK	46%	78%	–
	Canada	55%	81%	–
Teacher models how to solve problems	SK	83%	91%	95%
	Canada	89%	92%	92%
Teacher teaches a variety of problem-solving strategies	SK	65%	72%	56%
	Canada	72%	68%	66%
Students work on worksheets or workbooks	SK	80%	77%	60%
	Canada	84%	72%	58%
Students study the textbook	SK	49%	46%	29%
	Canada	54%	59%	37%
Students work in pairs or small groups	SK	29%	39%	47%
	Canada	40%	36%	57%
Students work on long-term math projects	SK	49%	41%	27%
	Canada	41%	31%	38%
Teacher attempts to diagnose and address individual student learning needs	SK	–	–	71%
	Canada	–	–	71%
Teacher helps students individually	SK	84%	89%	94%
	Canada	83%	86%	89%
Class discusses upcoming quiz or test	SK	52%	53%	45%
	Canada	65%	64%	49%
Teacher uses at least 15 scores for computing a student's final grade	SK	–	–	65%
	Canada	–	–	57%
Teacher assigns homework 3 times a week or more	SK	84%	85%	69%
	Canada	92%	92%	80%

Note: Dash marks indicate data was not collected from either students or teachers for the particular statements in the table above.

Source: Council of Ministers of Education, Canada. (2001). *2001 School Achievement Indicators Program: Mathematics Assessment Student and Teacher Questionnaire Unpublished Data.*

Teachers use a variety of instructional and assessment approaches in the classes they teach, many of which can contribute to students' development of higher-order thinking skills. Such approaches and classroom activities might include brainstorming, providing opportunity for students to present and support viewpoints, inviting students to problem-solve in the context of ambiguity and uncertainty, encouraging students to critically judge the reliability of information, and guiding students in effective self-reflection. These approaches take the student well beyond factual recall and basic understanding.

As part of the 2002 Provincial Critical and Creative Thinking Assessment, teachers identified how frequently they engaged students in activities or situations that promote higher-order thinking skill development. They then identified the general intent that most closely described their overall approach to instructing a unit of study.

Most teachers approach a unit of study with the intent to move beyond basic recall of facts and to develop at least a good understanding of knowledge presented. The majority of teachers strive to arouse students' curiosity and encourage exploration and deeper understanding. At Grade 11, over one-quarter of teachers intend for their instruction to encourage students to dig deeper, question assumptions, formulate hypotheses and develop creative solutions that can hold up to critical review (Figure 73).

Figure 73: General Instructional Inte[illegible]skatchewan Teachers, Grades 5, 8 and 11, 2002

General Intent	Grade 5	Grade 8	Grade 11
To transmit or to guide students to facts and information about topics	9%	-	4%
To develop a good understanding of the knowledge presented	30%	27%	18%
To arouse students' curiosity so that they may pursue a deeper understanding about the topics studied	55%	63%	50%
To invite students to examine and question assumptions	6%	7%	11%
To challenge students to evaluate criteria for decision-making purposes	-	3%	18%

Source: Saskatchewan Learning. (2003). *Assessment and Evaluation Unit Data.* Preliminary findings from the 2002 Provincial Critical and Creative Thinking Assessment. Regina, SK.

Educators strive to provide an effective learning environment in which all students can succeed. At times, there are factors that may limit the effectiveness of instruction. Figure 74 shows some of these limiting factors and the percentages of teachers that view these as challenges to their ability to teach.

The range of students' abilities in class and the presence of uninterested students were the most commonly identified challenges to effective instruction. Large class sizes, shortage of materials, and shortage of computers were identified by 19 to 28 percent of Saskatchewan teachers as having a major effect on their instruction. Large class sizes, curriculum design and in-service, and external examinations were of greater concern to other Canadian teachers than to Saskatchewan teachers. The range of students' abilities and presence of uninterested students was not seen to be as great a problem in language arts classes as it was in mathematics classes.

Figure 74: Challenges to Instruction in Mathematics and Language Arts, Saskatchewan and Canada, 2001 and 2002

		Mathematics	Language Arts
Range of students' abilities in class	SK	68%	44%
	Canada	72%	-
Uninterested students	SK	43%	31%
	Canada	52%	-
Large class size	SK	19%	27%
	Canada	35%	-
Shortage of materials or equipment	SK	19%	23%
	Canada	21%	-
Shortage of computer hardware or software	SK	28%	20%
	Canada	24%	-
Inadequate curriculum design	SK	9%	10%
	Canada	14%	-
Lack of in-service with respect to new curriculum	SK	5%	8%
	Canada	18%	-
External examinations or standardized tests	SK	6%	4%
	Canada	16%	-

Note: Percentages represent the proportion of teachers who identified the specified factor as having a 'great deal' or 'quite a lot' effect that challenges their ability to teach. Generally, differences between Saskatchewan and Canada teacher responses are not statistically significant unless they differ by about 6 percent. Canada language arts results were not available at the time this table was produced.

Source: Council of Ministers of Education, Canada. (2002). *2002 School Achievement Indicators Program: Writing Assessment Teacher Questionnaire Unpublished Data.*

Council of Ministers of Education, Canada. (2001). *2001 School Achievement Indicators Program: Mathematics Assessment Teacher Questionnaire Unpublished Data.*

What are Saskatchewan teachers' professional development activities?

Teachers participate in, and often facilitate, a wide range of learning activities throughout the year. These include both formal and informal activities as they seek to learn more and become better teachers. Some of the formal opportunities for teachers' professional development include initiatives planned by their school division, courses and workshops delivered by universities and other post-secondary institutions, and programs and short courses offered by the Saskatchewan Teachers' Federation (STF). These learning activities allow teachers to improve their knowledge and skills in specific areas.

Indicators of professional development are organized in this section as follows:

- workshops and other professional development opportunities (e.g., mentoring) to support the implementation/actualization of Core Curriculum;
- graduate enrolments in education programs at the province's universities;
- Saskatchewan Teachers' Federation professional development opportunities; and,
- special subject council participation.

Workshops to Support Core Curriculum

Saskatchewan Learning offers workshops to support the implementation/ actualization of Core Curriculum throughout Saskatchewan. These inservice sessions focus on curricula that are being developed or renewed and on important topics relating to current curricula. Workshops are held where interested teachers are located or in each region when the topic focuses on renewed curriculum. Figure 75 provides information on the number of curriculum projects that Saskatchewan Learning has supported with inservice. Most projects are supported by several workshops and seminars in various parts of the province, often facilitated by teacher-leaders in the school division or region.

Figure 75: Number of Curriculum Projects Supported Through Inservice by Saskatchewan Learning, 1996-97 to 2001-2002

	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02
Implementation projects	11	14	16	26	26	18
Renewal/Actualization projects	5	5	6	6	6	7
Pilot projects	6	6	12	11	9	9

Source: Saskatchewan Learning. (2002). *Curriculum and Instruction Data*. Regina, SK.

The few examples listed below illustrate the range of approaches taken to deliver these and other workshops.

- An orientation session to the elementary-level health curriculum is available online. Teachers can access this session, individually, at any time of day. Some school divisions have organized professional development days where pairs of teachers work through the online session together.

- Awareness and exploration sessions related to the renewed elementary level English language arts curriculum are being facilitated by teachers in each school division. These teachers attend annual professional development sessions hosted by the Department of Learning.

- Teachers, seconded by the Department of Learning, orient their colleagues to the renewed middle-level health curriculum through workshops delivered in each region of the province. These workshops focus on: orientation, unit planning, resources, assessment and evaluation, and action planning.

- Mathematics inservices, tailored to teachers' specific needs, are being offered as a response to requests of teachers. A mentoring system brings together mathematics teachers to share expertise and resources.

- Professional development opportunities related to e-learning are being offered. These opportunities focus on two main areas: using technology to facilitate learning (integrating into curriculum and teaching, accessing resources, teaching in an on-line environment), and building technical skills.

Post-Graduate Studies

Post-graduate education programs include the Post-Graduate Diploma, and Masters and Doctorate degrees in education. People enroll in post-graduate education programs to prepare for administrative work, to increase knowledge and skill in assessing and responding to students' needs, or to learn more about a particular area.

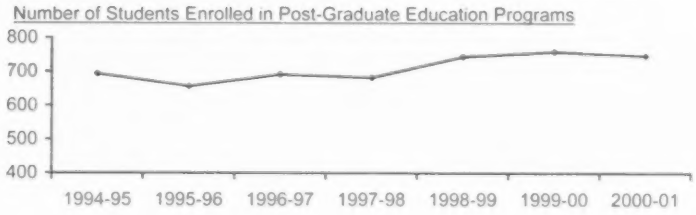
In 2000-01, 747 people were enrolled in post-graduate teacher education programs at Saskatchewan's two universities. This is an increase of 54 people since 1994-95 (Figure 76).

In 1998-99, the enrolment in post-graduate education programs in Saskatchewan was 6.5 percent of full-time-equivalent educators. This is up from 4.8 percent in 1987-88 and above the 5.4 percent Canadian average for 1998-99 (Figure 77).

Figure 76: Enrolments in Post-Graduate Education Programs, Saskatchewan, by Specialty, 1994-95 to 2000-01

	1994-95	1999-00	2000-01
Curriculum	192	224	223
Administration	217	183	172
Psychology	138	149	139
Vocational Technology	42	39	33
Other/Unspecified	104	165	180
Total	**693**	**759**	**747**

In 2000-01, 80 percent of post-graduate students attended part-time, similar to the 83 percent figure for 1994-95.



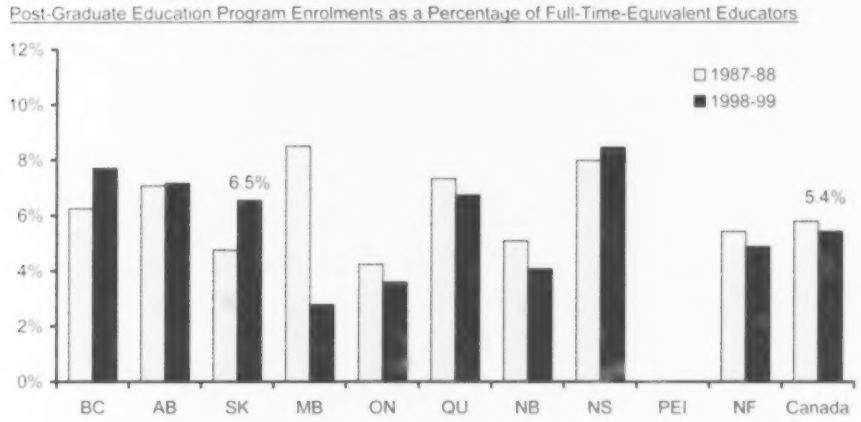
Note: Numbers include enrolments in Masters, Doctorate and Post-Graduate Diploma programs. These numbers differ slightly from those reported in *Indicators 2000* because they also include graduate students registered only during intersession and/or summer session. Categorization of the specialty for 1999-00 and 2000-01 have been approximated for the University of Regina based on average distributions from 1994-95 to 1998-99, as the actual breakdown was not available at the time of *Indicators 2002* publication.

Source: University of Saskatchewan. (2002). *Statistics Volume XXVII*. Saskatoon, SK.

University of Regina. (1999). *Fact Book, 1999*. Regina, SK.

University of Regina. (2002). *Preliminary data for the Fact Book, 2000-2002*. Regina, SK.

Figure 77: Enrolments in Post-Graduate Education Programs, Canada and Provinces, 1987-88 and 1998-99



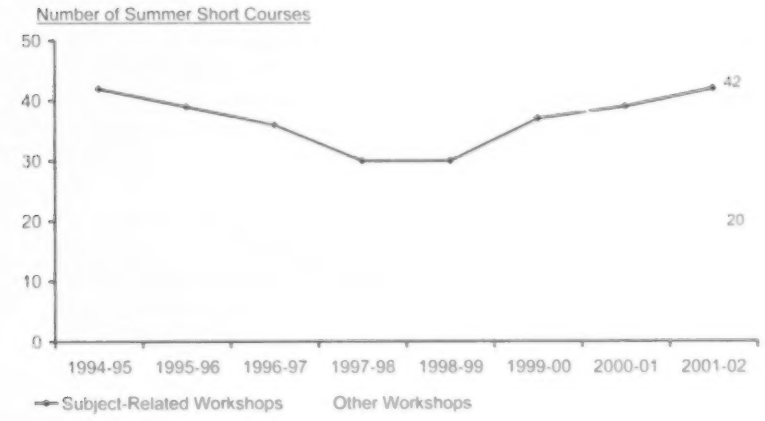
Note: Numbers represent post-graduate education enrolments in each province's universities and may or may not include practising teachers and students from other provinces.

Source: Statistics Canada. (1999). *Education in Canada, 1998*. Tables 17, 21 and 57. Ottawa, ON.
Statistics Canada. (1989). *Education in Canada, A Statistical Review for 1987-88*. Tables 16, 20, 44 and 45. Ottawa, ON.

Saskatchewan Teachers' Federation Professional Development Opportunities

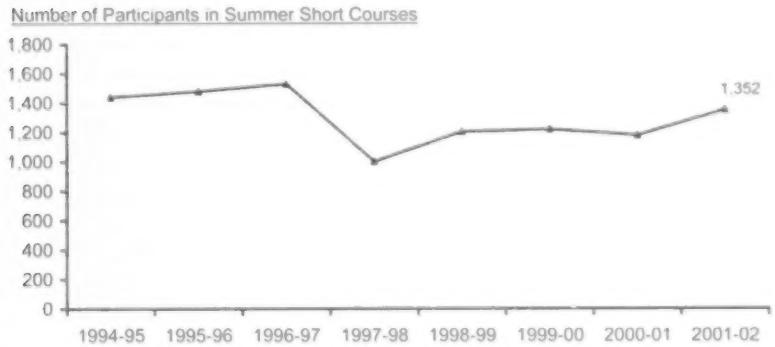
Each summer, the Saskatchewan Teachers' Federation (STF) offers summer short courses on various subject areas and on topics relating to classroom management and other interests. The summer short courses offered in 2001-02 are displayed in Figure 78. The most frequently offered courses related to language arts (14), computers (10) and practical and applied arts (8). More than 1,350 participants attended 62 short course offerings in 2001-02. These numbers are higher than in recent years, but have not yet returned to the numbers of the mid-90's.

Figure 78: Number of Saskatchewan Teachers' Federation Summer Short Courses and Participants, 1994-95 to 2001-02



Numbers of STF Short Courses, by Type, 2001-02

Subject-Related Workshops:	
Arts	2
Basketball/Volleyball	5
Computers	10
Entrepreneurship	4
French	1
Language Arts	14
Mathematics	1
Practical and Applied Arts	8
Social Studies/History	1
Other Workshops:	
Assertiveness Training	1
Classroom Management	3
Course for Hutterian Teachers	1
Course for Teacher-Librarians	3
Course for Substitute Teachers	1
Equity in Education	1
Evaluation and Assessment	1
Instructional Strategies	2
Personal Planning	2
Special Education	1

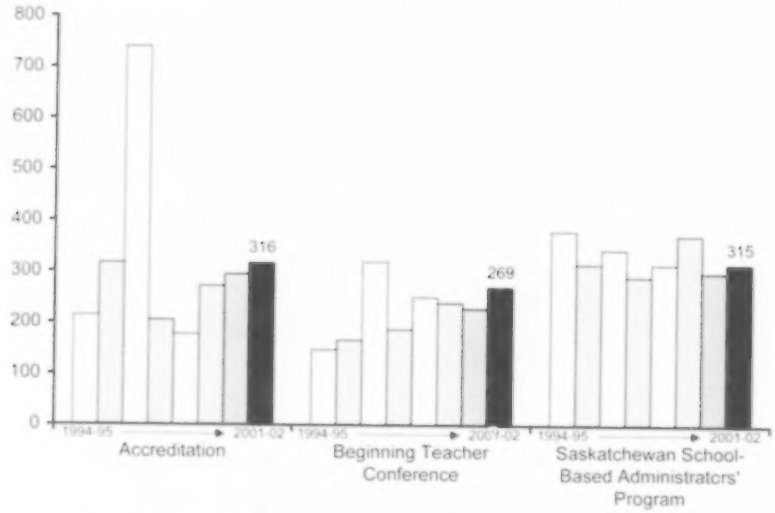


Note: Each of the short courses in the table had 10-25 participants. Some individuals participated in more than one short course. Low number of courses in 1997-98 and 1998-99 may be a result of the smaller window of opportunity to take courses due to implementation of the alternate school year.

Source: Saskatchewan Teachers' Federation. (2002). *Unpublished Data.* Saskatoon, SK.

In addition to summer short courses, many teachers and administrators participate in professional development programs such as accreditation (seminars to allow teachers to do year-end evaluation of Grade 12 students in particular subjects), special programs for beginning teachers, and programs for school-based administrators. Figure 79 shows a small increase in participation in these programs during the past few years.

Figure 79: Participation in Saskatchewan Teachers' Federation Professional Development Programs, 1994-95 to 2001-02



Note: The Saskatchewan School-Based Administrators' Program (SSBA) consists of six modules typically requiring several years to complete. The numbers in this column represent total registrations for all the modules, not the number who have completed the program.

Successful completion of accreditation seminars allows teachers to do year-end evaluation of Grade 12 students. The high numbers registered for accreditation seminars in 1996-97 reflect deadlines for renewal of accreditation.

Source: Saskatchewan Teachers' Federation. (2002). *Unpublished Data*. Saskatoon, SK.

Other professional development opportunities are provided by Saskatchewan Professional Development Unit, in its affiliation with the Saskatchewan Teachers' Federation. Examples of and 2001-02 participation in these opportunities include:

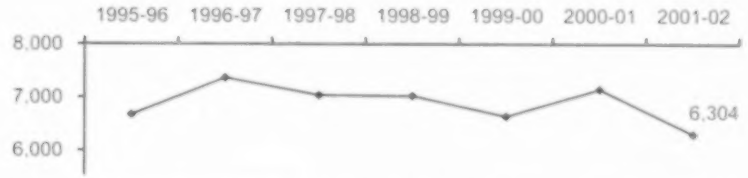
- the Heart of Teaching Symposium to provide teachers with opportunities to renew and deepen understandings of teaching and explore ways to strengthen teacher success (63 participants)
- unit writing workshops to assist teachers in developing units for any grade levels and subject areas (25 participants)
- cognitive coaching program, a professional development process that emphasizes enhanced thinking, decision-making and personal and professional resourcefulness (28 participants)
- workshops related to positive school climate, school- and community-based planning, instructional leadership, equity and diversity, adapting student learning, team building and staff development, and many other topics (over 60 workshops in school divisions and schools in the past two years).

Special Subject Councils

The Saskatchewan Teachers' Federation supports 29 special subject councils. In 2001-02, there were 6,304 members of these councils. The special subject councils are organized according to academic discipline or area of specialization. They offer training events, conferences and other networking opportunities, and provide their members with publications. Teachers participate because they want to increase their knowledge, improve their skills and share ideas with other teachers in similar situations.

Figure 80 shows subject council participation, grouped in three categories: those focussing on academic subjects (e.g., Saskatchewan Mathematics Teachers' Society), those focussing on administration and guidance (e.g., Saskatchewan Association of School Council Advisors), and others like AWASIS (Indian and Native Education Council). Some of the overall decrease in membership may be due to two councils discontinuing operations in the past few years.

Figure 80: Number of Participants in STF Special Subject Councils, 1995-96 to 2001-02



Subject Councils	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02
Subject area focus (20 councils)[1]	4,191	3,989	3,797	3,638	4,135	3,918	3,800
Guidance and Administration focus (5 councils)[2]	1,089	1,301	1,149	864	860	1,030	1,471
Other[3]	1,392	2,077	2,092	2,522	1,647	2,202	1,033
Total	6,672	7,367	7,038	7,024	6,642	7,150	6,304

Note: [1] Examples include Saskatchewan Teachers of English Language Arts, Saskatchewan Council of Social Sciences, and Saskatchewan Science Teachers' Society.

[2] Examples include Saskatchewan Council on Educational Administration, and Saskatchewan Guidance and Counselling Association.

[3] There were six Other Special Subject Councils prior to 1999-2000, five prior to 2001-02, and now four councils. They are: Early Childhood Education Council, AWASIS (Indian and Native Education Council), Saskatchewan Middle Years Association, and Saskatchewan School Library Association.

Numbers above represent regular members only and include teachers, non-teacher members as well as institutional and organization members. Many individuals/organizations belong to more than one subject council.

Source: Saskatchewan Teachers' Federation. (2002). *Unpublished Data*. Saskatoon, SK.

Figure 75 through Figure 80 illustrate some of the formal professional development activities of teachers. In addition to these, teachers continue to enhance their knowledge and skills during the school year through independent study, collaborative work, seminars, and workshops.

Transitions

K-12 educators, post-secondary educators, employers and the community all have important roles to play in smoothing students' transitions from high school to post-secondary education or the workforce. This begins with ensuring relevant learning experiences and outcomes to prepare students for achieving their goals following high school.

How are students prepared for their entry to the workforce?

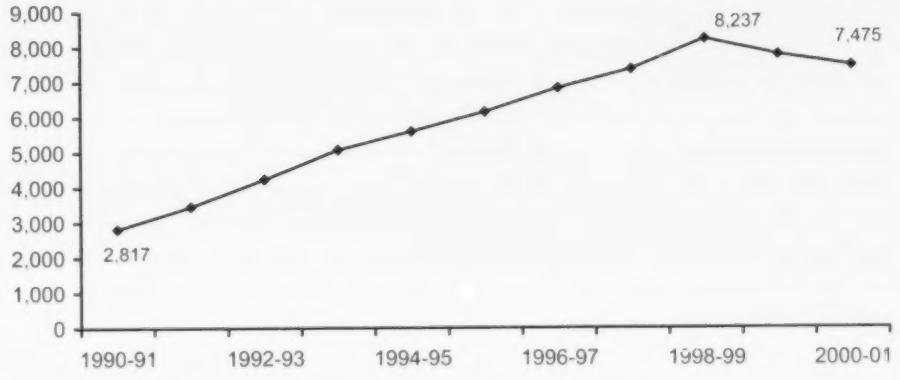
The Practical and Applied Arts (PAA) are intended to enhance the quality of students' personal lives, help students better understand the way that technology influences individuals and society, promote learning through practical, hands-on experiences, and provide opportunities for transitions from the world of school to the world of work. Examples of Practical and Applied Arts courses include: entrepreneurship, food studies, graphic arts, welding, and wildlife management. A set of ten transition-to-work dimensions has been incorporated into the PAA curricula.

The Saskatchewan Practical and Applied Arts curricula, as well as several other curricula, include an optional Work Study component. Students participating in Work Study within a curriculum area spend between 25 and 50 hours in a work placement to explore the work environment, begin training in an occupation, gain practical knowledge to enhance classroom learning, and continue career exploration. The Work Study option does not, itself, provide a credit, but is a module of each Practical and Applied Arts course credit. Work Study occurs where willing employers exist, where students are interested, and school staff are able to play a monitoring role.

Work Experience Education (1989) was designed as a series of six secondary level courses in which students learn about work. Different from Work Study, which is intended to provide opportunity for occupational training, Work Experience Education allows students to enter the workplace and gain exposure to the required skills and conditions at that workplace. Students enrolled in Work Experience courses study in the classroom and also have an opportunity to be placed at a variety of work sites.

There were 7,475 registrations in Work Experience Education in 2000-01. Registrations climbed steadily from 2,817 in 1990-91 to over 8,000 in 1999-00, before dropping off to its current level (Figure 81). The percentage of Saskatchewan 18 to 20-year-olds that reported they participated in work experience courses (26 percent) was similar to the Canadian figure (29 percent); however, fewer Saskatchewan than Canadian 18 to 20-year-olds had taken a career planning course (55 percent compared to 67 percent) (Figure 82).

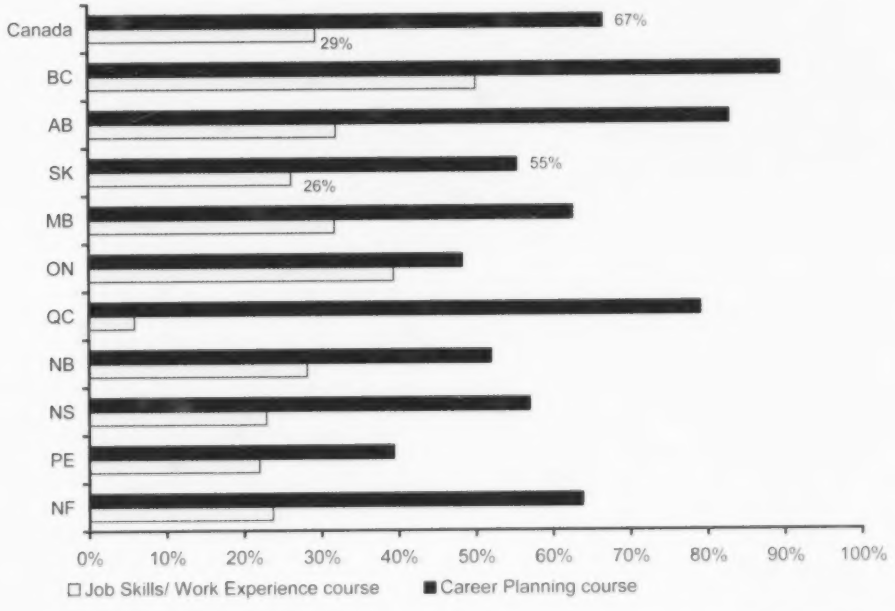
Figure 81: Number of Registrations in Work Experience Courses, 1990-91 to 2000-01



Note: Registrations may not be equal to students, as some students may have registered in two or more work experience courses.

Source: Saskatchewan Learning. (2002). *Student Records Data*. Regina, SK.

Figure 82: Percentage of 18- to 20-Year-olds Who Had Taken Career Planning or Job Skills Courses in High School, Canada and the Provinces, 2000



Note: Province refers to the location where the individual was last in high school. Canada data includes data from all provinces but not from the territories. Youth were surveyed in December, 1999.

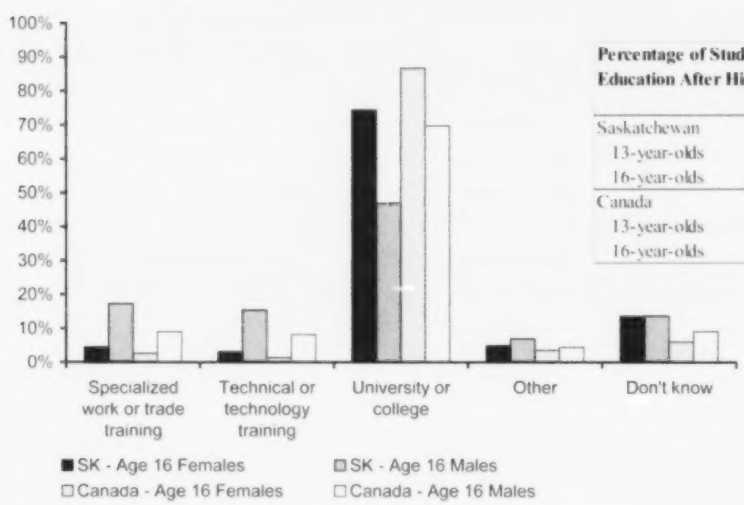
Source: Statistics Canada. *At a Crossroads: First Results for the 18 to 20-Year-old Cohort of the Youth in Transition Survey*. (2002). Hull, QC.

After completing high school, Saskatchewan youth have several options in their transition to the labour force. Some get a job immediately and others further their academic and technical skills in preparation for future employment. This section looks specifically at post-secondary education activity, beginning with high school students' intentions.

After high school, the vast majority of students expect to continue their formal education. In a May 2001 survey, 92 percent of Saskatchewan 13-year-olds and 94 percent of Saskatchewan 16-year-olds reported their intention of pursuing further education after high school. Female students (96-98 percent) were more likely to do so than male students (89-90 percent). Results for Saskatchewan were similar to overall Canada results for female students; however, 93-94 percent of Canadian male students expected to continue their education, higher than the percentage for Saskatchewan male students.

Over 60 percent of those intending to continue formal education after high school were planning to do so at university or college. About 20 percent of 13-year-olds and 14 percent of 16-year-olds in Saskatchewan did not know what form of further education they intended to take. Female students were more likely than male students to choose university or college, and male 16-year-olds were more likely than female 16-year-olds to choose specialized work, trade, technical or technology training. Canadian 16-year-olds planned for university or college training more frequently than did Saskatchewan 16-year-olds (Figure 83).

Figure 83: Post-Secondary Education Intentions of 16-Year-Olds, by Form of Education, Saskatchewan and Canada, 2001



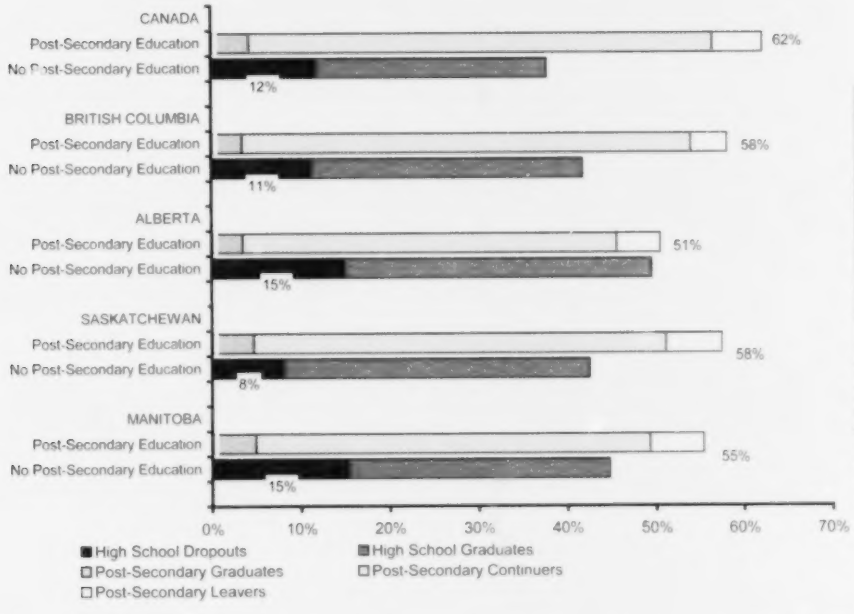
Percentage of Students Intending to Continue Education After High School, 2001

	Females	Males
Saskatchewan		
13-year-olds	96%	89%
16-year-olds	97%	90%
Canada		
13-year-olds	97%	93%
16-year-olds	97%	94%

Source: Council of Ministers of Education, Canada. (2001). *2001 School Achievement Indicators Program: Mathematics Assessment Teacher Questionnaire Unpublished Data.*

Although the vast majority of students intend to continue their education after high school, not all will do so within the first few years after graduating from Grade 12. Figure 84 shows that in December 1999, 58 percent of 18 to 20-year-olds in Saskatchewan were currently attending a post-secondary education facility or had graduated or discontinued from one. About 5 percent had graduated from their post-secondary education program. About 35 percent of 18 to 20-year-olds who had graduated from high school had not yet begun a post-secondary education program.

Figure 84: After High School – Education Status of 18- to 20-Year-olds Who Were No Longer in High School as of December 1999, Canada and Western Provinces



Saskatchewan Results, by Gender

	Female	Male
High School dropouts, no post-sec educ	5%*	11.0%
High School graduates, no post-sec educ	32.0%	38.0%
Post-Secondary graduates	5.0%	4%*
Post-Secondary continuers	53.0%	40.0%
Post-Secondary leavers	5%*	8%*

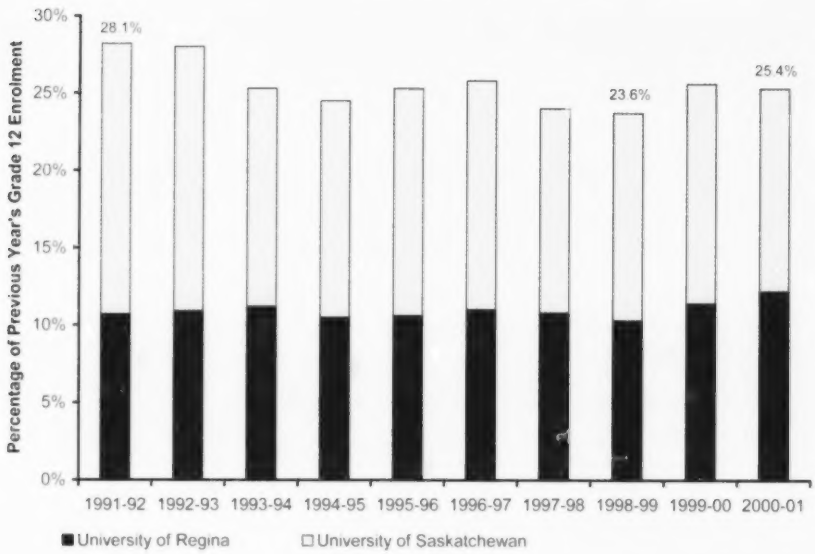
Note: Asterisked results should be considered with caution due to small sample sizes.

Note: Province refers to the location where the individual was last in high school. Canada data includes data from all provinces but not from the territories. CEGEP in Quebec is included in post-secondary statistics, which results in high post-secondary participation numbers for Quebec and influences the Canadian results.

Source: Statistics Canada. *At a Crossroads: First Results for the 18 to 20-Year-old Cohort of the Youth in Transition Survey*. (2002). Hull, Quebec.

Enrolment in one of the province's two universities is a common option taken by some Grade 12 graduates. In 2000-01, first-year, first-time attendance at a Saskatchewan university, expressed as a percentage of the previous year's Grade 12 enrolment, was 25.4 percent (4,090 students). This percentage is slightly higher than two years previously, similar to percentages of the mid-90's, and lower than the 28 percent figure of the early-90's (Figure 85). First-year, first-time enrolments have increased at the University of Regina and decreased at the University of Saskatchewan in the past ten years.

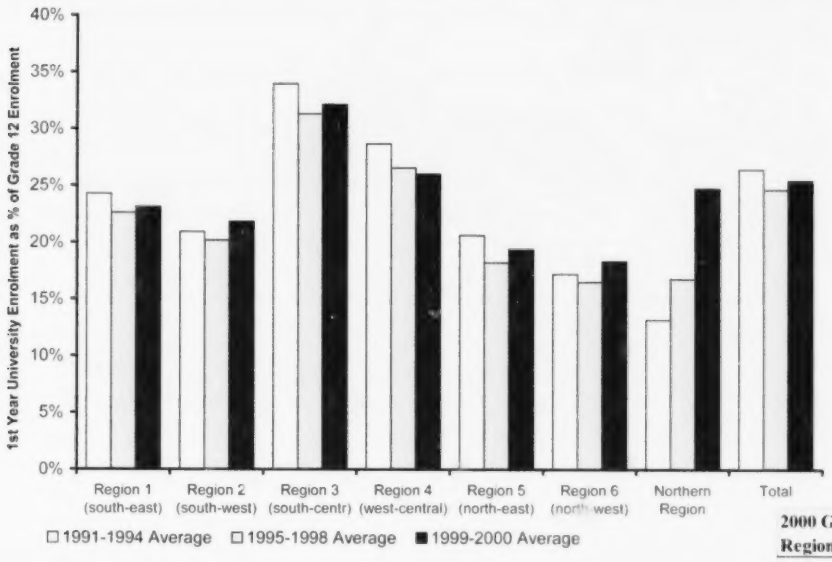
Figure 85: Saskatchewan University Enrolment as a Percentage of the Previous Year's Grade 12 Population, 1991-92 to 2000-01



Source: University of Saskatchewan. (2003). *Statistics Volume XXVII.* [http://ia.usask.ca/statistics/pdf/2001/] Saskatoon, SK.

Figure 86 shows percentages of the previous year's Grade 12 enrolment that went to university in each of Saskatchewan's education regions. The largest percentages were in the south-central area (31.3 percent), which includes Regina, in the northern region (28.1 percent), and in the west-central area (25.7 percent), which includes Saskatoon. The graph shows a similar pattern in most regions: high percentage enrolments in the early-90's, followed by lower percentage enrolments from 1995-98, and increased enrolment in the past two years. The significant increase in university attendance of students from the North is a deviation from the pattern in most regions.

Figure 86: Saskatchewan University Enrolment as a Percentage of the Previous Year's Grade 12 Population, by Region, 1991-2000 Grade 12 Years



Saskatchewan School Regions

2000 Grade 12 Year Region	U of R	U of S	Total
1. South-east	16.3%	7.1%	23.3%
2. South-west	10.7%	12.3%	22.9%
3. South-central	27.0%	4.4%	31.3%
4. West-central	2.3%	23.4%	25.7%
5. North-east	6.3%	13.1%	19.4%
6. North-west	3.0%	15.7%	18.7%
Northern Region	21.7%	6.3%	28.1%

Source: University of Saskatchewan. (2003). *Statistics Volume XXVII.* (http://ir.usask.ca/statistics/pdf-2001). Saskatoon, SK.

Many other recent high school graduates are attracted to technical programs, technology programs and a variety of other programs offered at the Saskatchewan Institute of Applied Science and Technology (SIAST). Others attend regional colleges, bible colleges, private schools, other institutions, or participate in apprenticeship and trade certification opportunities.

In 2002-03, almost 1,100 students under the age of 20 were enrolled in SIAST programs at one of its four campuses located in Prince Albert, Saskatoon, Regina and Moose Jaw. About one-quarter of these youth were studying in technology programs and about 20 percent were studying in nursing, or science and health programs (Figure 87).

Figure 87: Enrolments in SIAST Programs, Youth Under 20 Years of Age, by Division, 2000-01 to 2002-03

Type of SIAST Program	2000-01	2001-02	2002-03
Business and Agriculture	259	212	184
Community Services	179	188	207
Industrial Training	213	259	228
Nursing	118	118	99
Science and Health	124	130	109
Technology	224	271	261
Total	**1,117**	**1,178**	**1,088**

Source: Saskatchewan Institute of Applied Science and Technology. (2002). *Unpublished Data.* Saskatoon, SK.

Equity

Saskatchewan's education system strives to provide equity of opportunity and of benefit for all students within the context of individual aptitudes, abilities and interests. Students should have access to a quality education regardless of where they live or what their personal circumstances may be.

In Saskatchewan

- *equitable reading, math and science international test results were achieved compared to most provinces and countries, when examined for socioeconomic status effect*
- *4,553 students with special needs were funded in 2001-02 under the Designated Disabled Program, about double the number in 1991-92*
- *104 ACCESS workshops were offered in 2001-02 to increase capacity in meeting the special needs of students*
- *Aboriginal students are not achieving the same benefits as other students - about 50 percent who enter Grade 10 eventually graduate from Grade 12 compared to 80 percent of the overall student population*
- *increased funding and programs are targeted to support Aboriginal students and vulnerable students - numbers of funded community schools increased from 41 to 88 in the past 3 years*

One measure of equity is how well students in the lowest socio-economic status (SES) group achieve in school. The Program for International Student Assessment (PISA) provided information on differences in achievement between students of different SES groupings in reading, mathematics and science. This information was available for all provinces and 14 of the 32 participating countries.

One significant result for Saskatchewan students is that the average score of the students in the lowest SES quartile (quarter of the population) was above the overall international average of 500 in reading, mathematics and science. In the reading test, achievement of Saskatchewan students in the low SES group was statistically similar to the top-performing provinces and countries. In mathematics and science, only Japan performed significantly higher than Saskatchewan among the low SES group. In all three subject disciplines, Saskatchewan's results for the low SES group were similar to those of British Columbia, Alberta, Manitoba, Ontario and Quebec (Figure 88).

Figure 88: Performance of the Lowest Socio-economic Status Group, Average Reading, Mathematics and Science Score Comparisons Between Saskatchewan and Other Provinces and Countries, 2000

Scale	Average Score Comparisons: Significantly higher than SK – Provinces	Significantly higher than SK – Countries	Statistically similar to SK – Provinces	Statistically similar to SK – Countries	Significantly lower than SK
Reading - overall	-	-	AB	Canada	- 4 provinces
			BC	Finland	- 11 countries
SK (low SES) average			MB	Japan	
score - 510			ON		
			QC		
Mathematics	-	Japan	AB	Australia	- 2 provinces
			BC	Canada	- 9 countries
SK (low SES) average			MB	Finland	
score - 506			NB	United Kingdom	
			PEI		
			ON		
			QC		
Science	-	Japan	AB	Australia	- 4 provinces
			BC	Canada	- 9 countries
SK (low SES) average			MB	Finland	
score - 509			ON	United Kingdom	
			QC		

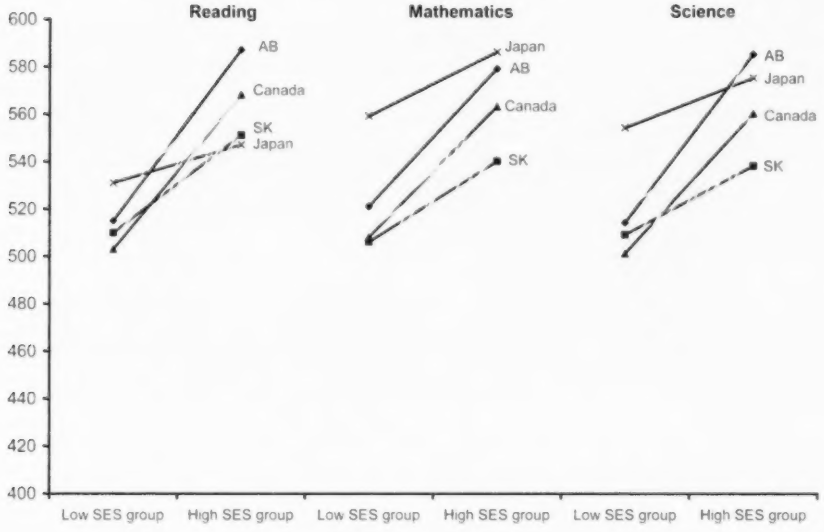
Note: Provinces and countries in the above table are listed in alphabetical order in each performance category, not in order of raw scores. The low SES group refers to students representing one-quarter of the jurisdiction's population that has the lowest socio-economic status.

Source: Human Resources Development Canada and Statistics Canada. (2001). *Measuring up: The performance of Canada's youth in reading, mathematics and science.* Ottawa, ON.

Another measure of equity is represented by the ratio of the performance of students in the highest SES quartile compared to those in the lowest SES quartile. The closer the ratio is to one, the greater the equity of outcomes of the assessment. In all three subject disciplines, Saskatchewan's ratio showed among the most equitable results, second only to Japan. Most Canadian provinces fared well in this equity measure.

The gradual slope of Saskatchewan's line graph in Figure 89 demonstrates a relatively small difference in performance between the lowest and highest SES groups. The graph shows that this is a result of two factors: high average achievement among students in the low SES group, and lower achievement among students in the high SES group. The challenge to the education system is to keep the slope of this "equity" line relatively flat, and to move the entire achievement line upward - increased achievement for all students.

Figure 89: Comparison of Performance of the Lowest and Highest Socio-economic Status Groups, Reading, Mathematics and Science, Saskatchewan and Other Provinces and Countries, 2000



The unlabelled, gray gradient lines represent Canadian provinces and some participating countries. These lines are included in order to provide more context for the Saskatchewan results.

Note: A gradual slope of the line segment indicates more equitable results among the lowest and highest SES groups. A steep slope indicates the highest SES group achieved much higher results than the lowest SES group. The lines of all provinces and 14 of the 32 participating countries are shown (mostly in gray) to provide a fuller set of comparators; however, only selected countries/provinces have been chosen (shown in black) as benchmarks for the Saskatchewan results.

Source: Human Resources Development Canada and Statistics Canada. (2001). *Measuring up: The performance of Canada's youth in reading, mathematics and science*. Ottawa, ON.

Among students who self-declared their Aboriginal identity, about 40-50 percent of those entering Grade 10 completed Grade 12. Figure 90 shows that, while the values do fluctuate, there seems to be some improvement in the percentages of Aboriginal students who complete within the 'normal' 3-year period and the percentages that complete in additional years.

The graph in Figure 90 shows that of all self-declared Aboriginal students who entered Grade 10 between 1992 and 1998, about two-thirds completed Grade 10, 57 percent completed Grade 11 and 47 percent completed Grade 12, while 12 percent were still registered working on their high school completion. These percentages are well below completion rates of the overall Grade 10-12 population, which include an almost 80 percent Grade 12 graduation rate.

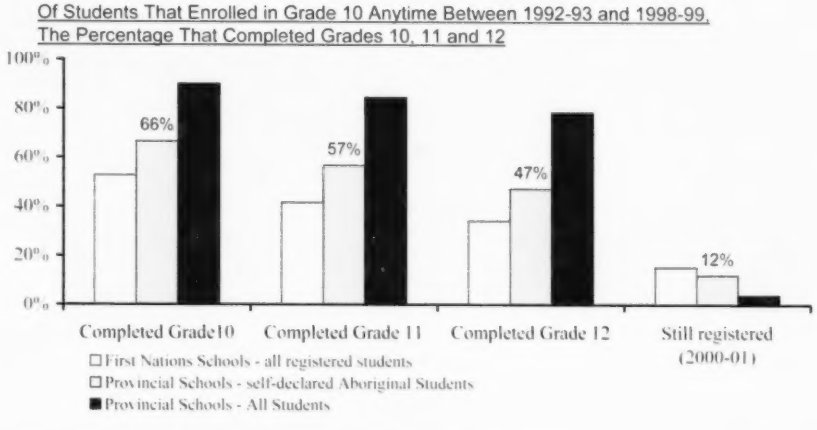
Figure 90: Percentage of Saskatchewan Aboriginal Students Graduating Grades 10-12 After Entry in Grade 10, 1992-93 to 1998-99 Grade 10 Cohorts

	Years from Start of Grade 10 to High School Completion						
Grade 10 Year	3	4	5	6	7	≥ 8	Still Registered[1]
1992-93	30.0%	41.4%	46.3%	47.6%	48.0%	51.1%	1.3%
1993-94	24.8%	34.3%	37.4%	40.9%	42.0%	44.4%	2.1%
1994-95	37.4%	43.4%	46.4%	49.2%	52.2%		3.7%
1995-96	31.5%	37.3%	41.6%	44.6%			4.8%
1996-97	35.3%	44.8%	47.7%				9.5%
1997-98	43.3%	49.3%					16.5%
1998-99	41.9%						37.0%

Note: [1]This column shows the percentage of students in the cohort that were still taking classes at some point during 2000-01, not including those who completed Grade 12 in 2000-01 (to avoid a double count). This does not necessarily mean they were still registered at the end of the year.

Students' Aboriginal status is identified through self-declaration. Not all Aboriginal students choose to self-identify and some schools do not provide opportunity for students to self-identify. Information from other sources would indicate much greater numbers of Aboriginal students in schools than what was used to derive the table and graphs.

Students are identified in a cohort based on the school system in which they enrolled originally for Grade 10. Some students may have completed subsequent grades in a different school system (i.e., movements of students can occur back and forth between provincial and First Nations schools).

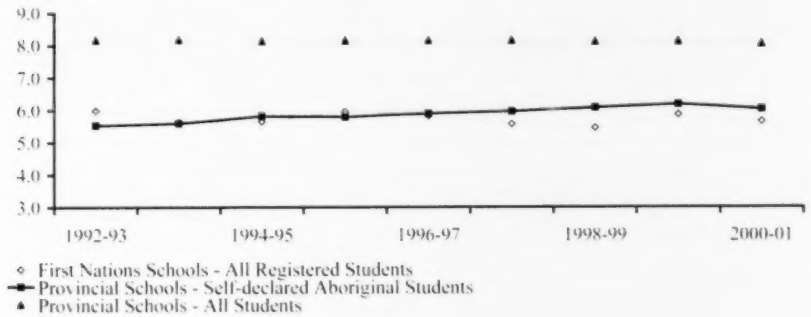


Source: Saskatchewan Learning. (2002). *Student Services Data*. Regina, SK.

Aboriginal Grade 12 graduates, on average, completed 26.4 Grade 10-12 credits in 2000-01, relatively unchanged from previous years (table in Figure 91). This is typically 1.5 to 2 credits fewer than those attained by all Saskatchewan Grade 12 graduates. For the entire Grade 10-12 Aboriginal student population, including those who may have discontinued after completing at least two courses, the average credits per year attained were 6.0 in 2000-01, well below the 8.0 average for the entire student population (graph in Figure 91).

Figure 91: Average Number of Grade 10-12 Credits, Aboriginal Students and Graduates in Saskatchewan, 1995-96 to 2000-01

Credits per Year of Grade 10-12 Students



Total Credits of Grade 12 Graduates

Year	Average Credits per Grade 12 Graduate: Aboriginal Graduates	All Graduates
1995-96	26.2	28.2
1996-97	26.7	28.2
1997-98	26.8	28.1
1998-99	26.7	28.0
1999-00	26.4	27.9
2000-01	26.4	27.8

Note: Students' Aboriginal status is identified through self-declaration. Not all Aboriginal students choose to self-identify and some schools do not provide opportunity for students to self-identify. Information from other sources would indicate greater numbers of Aboriginal students in provincial schools, therefore the graph is based on an incomplete set of data.

Average credits per year are calculated for students who have received a mark in any two subjects. Student cohort sizes for the Aboriginal student groups vary between 500 and 2000 during the nine-year period shown in the graph.

Source: Saskatchewan Learning. (2002). *Student Services Data.* Regina, SK.

Ensuring Equity for All Students

Education in Saskatchewan is based on a commitment to address the needs of individual learners and to provide equitable opportunity and benefit for all students. The diversity of Saskatchewan's population means that the needs of the children and youth in the province are many and varied. This includes diversity in terms of environment, culture and heritage, language, abilities and needs.

It is recognized that some students require additional supports and specialized services in order to achieve full benefit from programs. Specifically, planning and systematic approaches are required to address the needs of Aboriginal students, students living in vulnerable circumstances, and students with exceptional learning and behavioural characteristics and abilities, and to ensure equity of opportunity and of benefit for female and male students.

About 48,000 Saskatchewan Aboriginal persons are school-aged, representing over 20 percent of the province's entire school-aged population. Inequities in educational outcomes and benefits experienced by this important, growing segment of the student population demands the attention and work of all partners in the education system. Effective partnerships and innovative processes are required to make sure learning environments are in place to meet the needs of these young Aboriginal students.

Saskatchewan school divisions and Saskatchewan Learning, in partnership with Aboriginal organizations and communities, focus on the education of Aboriginal students through three main initiatives: Indian and Métis Content and Perspectives, the Aboriginal Education Program, and the Indian and Métis Education Development Program.

Indian and Métis Content and Perspectives and the Adaptive Dimension

Saskatchewan's Core Curriculum emphasizes the inclusion of Indian and Métis content and perspectives in each area of study in every classroom in Saskatchewan, whether or not that classroom has Aboriginal students. All students benefit from knowledge of the Aboriginal peoples of Saskatchewan, and through knowledge, misconceptions and biases can be eliminated.

The Adaptive Dimension of Core Curriculum allows teachers to adjust educational programs to address students' cultural needs. This can be as simple as featuring Aboriginal topics in bulletin board displays or as complex as adapting the entire program so that Aboriginal themes, approaches and perspectives are felt in every aspect of students' school experience.

The Aboriginal Education Program

Guided by the Aboriginal Education Provincial Advisory Committee, the Aboriginal Education Program includes the following components intended to improve the learning environment for Aboriginal students.

- *Partnerships* – Partnerships are important in Aboriginal education, recognizing and profiting from the significant expertise that exists in communities and First Nations. Examples include partnerships between First Nations and local school boards for joint use of school facilities, and partnerships with the Federation of Saskatchewan Indian Nations, Office of the Treaty Commissioner, Prince Albert Grand Council and Métis Nations related to curriculum, resource material and professional development opportunities.
- *Courses of study* – Native Studies 10, 20 and 30 and authorized Indian Languages courses are complete and available to schools. Development of curricula for Cree and Dene is underway.
- *Learning resources* – Saskatchewan Learning evaluates commercially-produced learning resources relevant to Aboriginal education and partners with Aboriginal organizations to produce resources on Aboriginal culture and history.

- *Aboriginal Teacher Education Programs (TEP)* – Saskatchewan's TEP programs are teacher education programs designed to meet the needs of teachers in cross-cultural instruction. In 2000-01, about 500 students were enrolled in the Northern Teacher Education Program in La Ronge; the Saskatchewan Urban Native Teacher Education Program in Regina, Saskatoon or Prince Albert; the Indian Teacher Education Program at the University of Saskatchewan; or the teacher education program at the Saskatchewan Indian Federated College.
- *Teacher Inservice* – Workshops assist educators in understanding Aboriginal culture and history, integrating Aboriginal content and perspectives into the classroom practices, and recognizing and reducing bias.
- *Strengthening Educational Capacity* - A comprehensive strategy is planned that includes the development of rubrics and examples to assist school divisions in assessing the effectiveness of their program responses for Aboriginal students.

Indian and Métis Education Development (IMED) Program

The IMED Program offers $1.5 million in incentive grants to help school divisions provide programs and activities that promote learning for Aboriginal students.

In 2002-03, the IMED Program implemented changes to the annual grant structure of the program. Two-thirds of the program funding was assigned to projects for a 3-year term (2002-05), which supported 39 projects in 23 school divisions. The other third of the funding supported annual initiatives involving 18 projects in 14 school divisions. Figure 92 shows the range of different projects initiated by school divisions. Programs that feature strengthening Aboriginal perspectives through curriculum development and the use of Aboriginal resource persons as cultural advisors, consultants, counsellors and outreach workers were the most common.

Figure 92: IMED Program, Number and Types of Projects, 2002-03

Type of Projects	Number
Curriculum and resource development	10
Aboriginal resource persons (cultural advisors, consultants, counsellors and outreach workers)	15
Integrated services initiatives	6
Aboriginal language programs	4
Alternative education programs and opportunities	6
Extra-curricular and summer support programs	3
Exchange programs between provincial schools and communities and First Nations schools and communities	3
Career visioning	1
Increasing Aboriginal cultural content and perspectives (classroom and school)	7
Anti-racist student leadership	2

Note: Some projects have more than one component or emphasis. All projects were categorized according to their primary component. Numbers are as of Spring 2002.

Source: Saskatchewan Learning. (2002). *Community Education Data*. Regina, SK.

A basic requirement for project approval within the IMED Program is partnership with Aboriginal peoples in the development, implementation and evaluation of projects. Partnerships with the Aboriginal community, First Nations, Tribal Councils, community organizations and government agencies, together with contributions of school divisions, have resulted in approximately $1.7 million in additional funding and in-kind services being committed to the projects (Figure 93).

Figure 93: IMED Program, Sources of Matching Funds

Sources of Matching Funding	Number of Sources
First Nations and tuition agreements	18
School divisions	34
Tribal Councils	2
Community agencies and school/ parent councils	9
Community incentive grants	2
Government departments	5
RCMP	1
Health districts	1
Rural partnerships	1
Indian and Northern Affairs, Canada	1
Friendship Centre	1

Note: The number of financial contributors is more than the number of projects, as two or more agencies provided matching funds for many projects.

Source: Saskatchewan Learning. (2002). *Community Education Data*. Regina, SK.

In 1999, the *Aboriginal Elder/Outreach Program* was added as part of the IMED Program, designed to bring Aboriginal resource people into schools. This program enhances linkages to the Aboriginal community, assists in the adaptation of instruction, and increases understanding and appreciation of Aboriginal traditions, values, cultures, languages, and contributions made to Saskatchewan.

What are school divisions doing to respond to students' diverse learning needs?

In order for children and youth with exceptional learning and behavioural needs to access and benefit from Core Curriculum, school divisions are required to provide appropriate supports and services. Accommodations may be required to ensure that all students with exceptional needs achieve their potential.

Through the Foundation Operating Grants to school boards, Saskatchewan Learning provides funding recognition to facilitate access to curriculum and assist with the provision of appropriate programs and supports.

- *Diversity Recognition* is intended to support all aspects of student diversity including cultural diversity, students living in vulnerable circumstances and students with exceptional learning and behavioural needs. This includes learning difficulties and disabilities, gifted learners, mild and moderate designated disabilities, speech and language disabilities, and social, emotional and behavioural disorders.
- *Designated Disabled Program* for students with low-incidence disabilities (categorized in Figure 94).

- *Shared Services Program* to assist school divisions outside of Regina and Saskatoon to support student diversity and curriculum actualization.
- *Children with Intensive Needs in Care of Social Services* provides funding to school divisions who are providing specialized programming and supports for children in foster care with social, emotional or behavioural disorders.
- *Technical Aids* is a program that assists school divisions with the purchase of technical aids to enable students with low-incidence disabilities to access curriculum.

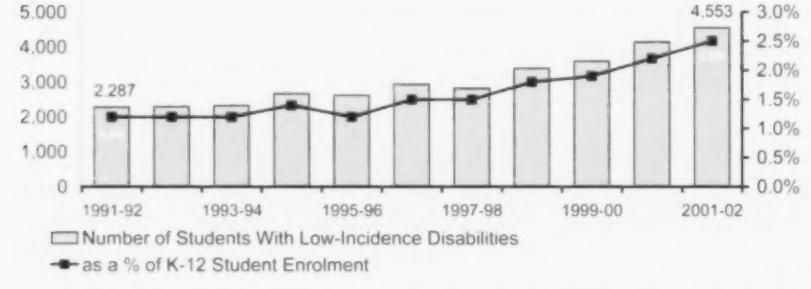
Students with exceptional learning and behavioural needs include those with advanced intellectual and artistic abilities, and those with disabilities that affect their ability to learn. This may include intellectual, physical or sensory disabilities, language delay and disorders, behaviour disorders and similar conditions. Disabilities may range from mild to severe and a student may have a disability in one area, but not in another.

It is estimated that 10 to 12 percent of the school-aged population have learning disabilities or difficulties that require special education services [Statistics Canada. (1999). Diversity in the classroom: Characteristics of elementary students receiving special education. Education Quarterly Review, 6(2), 7-19.]. In 2001, the rate of disability of the Saskatchewan population was 14.5 percent, compared to 12.4 percent of the national population [2001 Participation and Activity Limitation Survey data].

In 2001-02, 4,553 students with low-incidence disabilities were provided with supports and programs through the Designated Disabled Pupil funding. This included students with physical disabilities, chronic health impairment, intellectual disabilities, multiple disabilities, visual disabilities, or those who are deaf or hard of hearing (Figure 94).

Figure 94: Number of Saskatchewan Students with Low-Incidence Disabilities 1991-92 to 2001-02

	1991-92	1994-95	1997-98	2000-01	2001-02
Physical Disabilities	247	277	304	394	422
Chronic Illness	227	376	469	821	1064
Intellectual Disabilities	718	777	763	1113	1203
Visual Disabilities	100	130	103	111	121
Deaf or Hard of Hearing	296	320	315	338	360
Multiple Disabilities	699	793	856	1366	1383
Total	**2,287**	**2,673**	**2,810**	**4,143**	**4,553**



Source: Saskatchewan Learning. (2002). *Special Education Unit Data*. Regina, SK.

More than 2,500 professional and paraprofessional staff are employed by school divisions through Diversity Recognition and Designated Disabled Pupil funding to support the learning of students. These staff include classroom teachers, resource teachers, teacher consultants, special classroom teachers, speech/language pathologists, schools psychologists, and teacher associates. They work together to provide a range of supports and programs to students with exceptional needs, in many instances allowing these students to access and benefit from instruction within inclusive educational settings. Common supports contributing to inclusive practices were additional resource room support and support from a teacher associate, along with access to consultants and specialists for some students.

The level of support varies with the nature and level of disability. For example, in 2001-02, speech and language pathology services were provided for 3 percent of students with visual impairment, 13 percent of students with chronic illness, and 29 percent of students with hearing impairment (Figure 95).

Some students received their education in congregated settings including part-time special class, full-time special class, and special schools. In 2001-02, 16 percent of students with chronic illness, 23 percent of students with intellectual disabilities, 31 percent of students with multiple disabilities, and 5–7 percent of students with other disabilities learned in these settings.

Figure 95: Percentage of Students Receiving Program Supports, by Type of Disability, 2001-02

	Physical Disabilities	Chronic Illness	Intellectual Disabilities	Visual Disabilities	Deaf or Hard of Hearing	Multiple Disabilities
Consultant	13%	12%	12%	25%	20%	13%
Counselor	1%	10%	1%	3%	1%	1%
Full-time Special Class	3%	7%	15%	3%	3%	19%
Home-based	0%	2%	-	1%	-	0%
Hospital Instruction	-	1%	0%	-	-	0%
Interpreter	-	-	-	2%	5%	0%
Itinerant Specialist	1%	1%	1%	23%	23%	2%
Occupational Therapist	9%	2%	1%	-	-	3%
Part-time Special Class	3%	5%	6%	2%	1%	6%
Physiotherapist	3%	0%	0%	-	-	2%
Preschool	5%	2%	8%	3%	2%	3%
Resource Program	60%	63%	54%	58%	59%	43%
Special School	1%	4%	2%	2%	1%	6%
Speech/Language Pathologist	17%	13%	24%	3%	29%	27%
Teacher Associate	75%	69%	74%	64%	52%	75%

Note: Numbers in the table represent the percentage of students with the designated disability that received the specified program support. Many students receive multiple supports, so percentages will not add to 100 percent. A value of 0 percent means the percentage of students receiving the specified support was between 0.1 and 0.5 percent, before rounding. A dash means the specified support was not received by that group of students.

Source: Saskatchewan Learning. (2002). *Special Education Unit Data*. Regina, SK.

Teachers are eager for information about effective methods of teaching students with disabilities. The ACCESS (Assistance, Collaboration, Consultation, Evaluation, Support Services) team of specialists provides workshops and individual consultations for teachers and parents to support students with disabilities. The ACCESS team is comprised of teachers and specialists seconded from school divisions, as well as contracted personnel. In 2001-02, they delivered 104 workshops across Saskatchewan (Figure 96).

In addition to workshops, individual consultations occurred in 2001-02 in the areas of autism (34), challenging behaviour (17), deaf and hard of hearing (39), intellectual disabilities (14), and visual disabilities (52).

Figure 96: Number of Workshops Delivered by ACCESS Team, 1999-00 to 2001-02

Topic	1999-00	2000-01	2001-02
Autism	12	11	19
Visual Impairment	5	6	5
Deaf and Hard of Hearing	3	9	8
Fetal Alcohol Syndrome	17	15	25
Non-violent Crisis Intervention	27	23	13
Adaptive Dimension	-	-	9
Creating Opportunities for Students with Intensive Educational Needs	-	-	25
Social Skills Instruction	3	-	-
Behaviour Management	2	-	-
Total	**69**	**64**	**104**

Note: Beginning in 2001, 'Social Skills Instruction' and 'Behaviour Management' workshops were incorporated within the 'Creating Opportunities for Students with Intensive Educational Needs' workshops.

Source: Saskatchewan Learning. (2002). *Special Education Unit Data*. Regina, SK.

In addition to supporting students with exceptional learning and behavioural needs, schools respond to differences in understanding related to areas of study within the classroom. The Adaptive Dimension of Core Curriculum allows teachers to adjust educational programs to accommodate diversity in student learning needs. The teacher may adjust the curriculum topics and material, instruction and the learning environment so that schooling is meaningful and appropriate for each student.

The Adaptive Dimension allows teachers to adapt instruction for gifted students. Typically, gifted students learn more complex material in greater depth than other students. Teachers also use the Adaptive Dimension to accommodate students with disabilities that affect learning. For example, they may provide more practice for some students, give them additional time to learn, offer a more highly structured learning environment, or provide special materials such as large-print books.

According to school principals, at least one in ten students had learning problems that required special attention in over 30 percent of Saskatchewan schools attended by 13- and 16-year-olds. More severe needs were identified in 6 percent of the schools where at least one in four students required special attention due to learning problems. Overall Canada results indicate greater prevalence of student learning problems across more schools.

Figure 97 shows over 80 percent of Saskatchewan and Canadian schools offer extra support for students struggling with mathematics, but fewer than 50 percent of schools offer special enrichment programs for students gifted in mathematics. Saskatchewan schools are more likely than Canadian schools to organize extra help by offering separate or modified courses for remediation, by planning individual programs for students, and by forming groups within regular mathematics classes. More Canadian than Saskatchewan schools tend to provide for mathematics enrichment experiences by offering advanced or separate course options. Saskatchewan schools tend to organize enrichment opportunities by forming groups within regular mathematics classes or by planning individual programs for students.

Figure 97: Prevalence of Learning Problems, Remedial and Enrichment Activity in Mathematics, Saskatchewan and Canada, 2001

	% of Schools	
	SK	**Canada**
Remedial Activity		
School provides extra teaching support for students struggling with mathematics	**86%**	**80%**
Extra help by forming groups within regular math classes	66%	48%
Extra help by withdrawing students from regular math classes	69%	60%
Extra help by offering separate or modified courses for remediation	85%	66%
Extra help offered outside of regular school hours	86%	82%
Extra help by planning individual programs for students	80%	71%
Enrichment Activity		
School provides special enrichment programs for students gifted in mathematics	**41%**	**49%**
Enrichment organized by forming groups within regular math classes	57%	44%
Enrichment organized by withdrawing students from regular math classes	21%	20%
Enrichment organized by offering separate or modified courses for gifted students	27%	44%
Enrichment organized by giving students extra work outside regular school hours	27%	30%
Enrichment organized by planning individual programs for students	45%	30%
Enrichment organized by offering advanced course options	31%	47%
Enrichment organized by allowing students the option of advanced placement	12%	26%
Enrichment organized by using a mentorship program	5%	9%

Percentage of schools where at least **10%** of students ...

	SK	Can
have learning problems that require special attention	31	54
have health or nutrition problems that inhibit learning	19	23
come from lone-parent families	55	69

Percentage of schools where at least **25%** of students ...

	SK	Can
have learning problems that require special attention	6	8
have health or nutrition problems that inhibit learning	3	5
come from lone-parent families	8	18

Note: Percentages in the tables above indicate the percentage of in-school administrators who selected the given statement. Generally, differences between Saskatchewan and Canada administrator responses are not statistically significant unless they differ by about 8 percent.

Source: Council of Ministers of Education, Canada. (2001). *2001 School Achievement Indicators Program: Mathematics Assessment School Questionnaire Unpublished Data.*

In addition to the programs and supports provided through Diversity Recognition, students living in vulnerable circumstances benefit from community education and early intervention programs. Community education is based on a belief that schools and communities working together are better able to help children and youth achieve success in school. Saskatchewan's community education approaches and programs foster strong ties between school, family and community.

The use of integrated and holistic approaches to meeting the needs of children and families is consistent with the community education philosophy. Integrated school-linked services respond to the needs of children and youth who experience multiple risk factors that may affect their school and life success. These services are provided through collaborative efforts of school divisions and other human services providers such as Saskatchewan Health and Saskatchewan Justice, and community agencies such as churches, Tribal Councils and recreation boards.

Saskatchewan's 88 designated community schools are located in high-needs urban, rural and northern areas. These schools offer a variety of educational and social supports and opportunities to students and their families in order to promote success at school and in life. Community schools reflect the unique needs and strengths of their students and communities.

Figure 98 shows the growth in the number of funded community schools during the past eight years. The Community Schools Program was expanded in 2001 to include schools in rural areas and to include secondary and K-12 schools. In addition to these funded schools, other schools in the province have adopted a community education philosophy.

"There is no reason to think that the philosophy and practice of a community approach to school needs to be, or even should be, limited to high at-risk student populations. In fact, the Task Force believes that a community school philosophy and practice has value for all schools and all students.

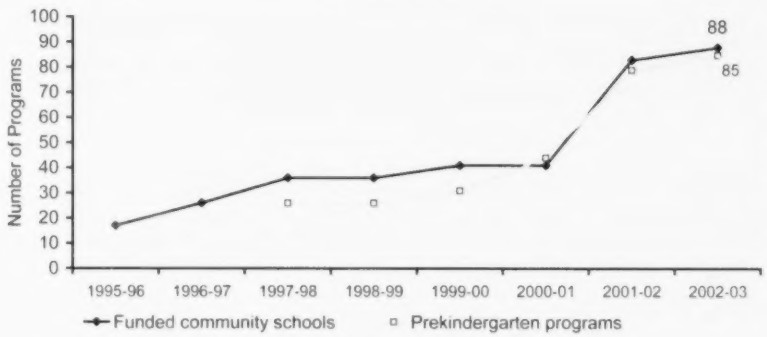
Role of the School Task Force Report (p. 47)

Figure 98 also shows the growth in the number of prekindergarten programs delivered in the province. These programs are a response to research that has shown early intervention to support vulnerable children is much more effective than intervention during middle school or high school years. Since their beginning in 1997-98, the number of prekindergarten programs have increased from 26 to 85. The goals of these half-day programs are:

- to enhance opportunity for success for vulnerable three- and four-year-old children;
- to provide a high-quality education program;
- to increase parent involvement and provide support for parents; and,
- to promote shared responsibility among families, schools and communities for the well-being of children.

In 2002-03, more than 1,200 children attended a prekindergarten program in urban, rural and northern community schools. In addition, there were 512 two- to five-year-old children in 2001-02 receiving support and services through Designated Disabled Pupil funding (Figure 99).

Figure 98: Number of Funded Community Schools and Prekindergarten Programs, Saskatchewan, 1995-96 to 2002-03



Funded Community Schools, by Location, 2002-03

	Urban	Rural	North	Province
Elementary	45	8	3	56
Secondary	12	4	1	17
K-12	1	6	8	15
Total	58	18	12	88

Note: In 1980 there were 11 community schools, expanding to 17 schools in 1982. The Community School Program expanded in scope to include schools in the North in 1997 and in rural areas in 2001, as well as expanding to include secondary and K-12 schools in 2001.

Source: Saskatchewan Learning. (2002). *Community Education Data.* Regina, SK.

Figure 99: Number of Children in Early Intervention Programs, Saskatchewan, 2001-02 and 2002-03

	Designated Disabled Pupils (2-5-year-olds)	Prekindergarten Programs (3-4-year-olds)	
	2001-02	2001-02	2002-03
Urban	241		960
Rural	271		224
Northern	-		32
Total	**512**	**1,120**	**1,216**

Note: Numbers in the prekindergarten programs are estimates reflecting maximums of 16 children in a program. Not included in the table are children served by nine additional prekindergarten programs allocated to communities in the Northern Lights School Division. The school division is working in partnership with existing preschool initiatives in these communities to enhance services.

Source: Saskatchewan Learning. (2002). *Planning, Evaluation and Children Services Branch Data.* Regina, SK.

Another program providing early intervention supports to vulnerable children and their families is *KidsFirst*. Children who are eligible to be in this program are those born into challenging social or economic circumstances that makes them vulnerable, or at risk, for poor childhood outcomes. Services are available to these families during the prenatal period or right after the child is born and up to the age of five, if required. The goal of the program is for families to reach a level of strength and independence, enabling them to function in the mainstream without the need for ongoing intensive supports such as *KidsFirst*.

The supports these families receive help them improve their circumstances so that they can provide the most nurturing and stimulating environments for their children's development to enable them to reach their full potential. The focus of this program is prevention so children can benefit from the kind of early childhood experience that will allow them to enter the school system without developmental deficits. Achieving this enables children to start school at a developmental level that is appropriate for their age.

The *KidsFirst* program was fully implemented in 2002-03. In the coming years, progress made by children benefiting from this program will be reported.

Modeling Equity in Education Hiring Practices

Teachers and principals are powerful role models for students. In the education system there is a focus on achieving balanced numbers of female and male administrators and on hiring Aboriginal teachers in the same proportion as Aboriginal students.

Aboriginal teachers provide positive role models for Aboriginal and non-Aboriginal students alike and for the community as a whole.

Education Equity is a program of the Saskatchewan Human Rights Commission intended to reduce the number of Aboriginal students who drop out of school before completing Grade 12. Education Equity emphasizes (among other things) hiring Aboriginal teachers.

The Saskatchewan Human Rights Commission keeps records of the number of Aboriginal students and teachers in school divisions with Education Equity Programs. The ratio of students to Aboriginal teachers decreased between 1989-90 and 2000-01. In 1989-90, there were 456 students for each Aboriginal teacher in these school divisions. In 2000-01, the ratio had improved to 239 students for each Aboriginal teacher. The percentage of teachers who are Aboriginal was 6.4 percent; the percentage of students who are Aboriginal was about 20 percent (Figure 100).

In 2000-01, the percentage of non-teaching staff who are Aboriginal was 11 percent, a small increase from 1989-90. These staff may have performed duties as secretaries, janitors, computer technicians, bus drivers, carpenters or other occupations needed in the school division.

School divisions that reported to the Human Rights Commission on their Education Equity Programs in both 1989-90 and 2000-01 included:

Battlefords
Biggar
Broadview
Cupar
Indian Head
Landswest
North West Catholic
Northern Lakes
Northern Lights
Prince Albert Catholic
Regina Catholic
Saskatoon Catholic
Saskatoon Public
Wadena

The following school divisions adopted Education Equity Plans in 1989 or later:

Kamsack
Saskatchewan Rivers
Scenic Valley
Turtleford

Regina Public School Division has an Employment Equity Program, not an Education Equity Program.

Figure 100: Percentage of Aboriginal Students and Teachers in Saskatchewan School Divisions with Education Equity Programs, 1989-90, 1999-00 and 2000-01

	1989-90	1999-00	2000-01
Students in Participating School Divisions			
Total	65,655	71,016	69,186
Aboriginal Students	10,325	14,231	13,943
... as a % of Total	15.7%	20.0%	20.2%
Teachers in Participating School Divisions			
Total	3553.0	4,275.0	4,503.3
Aboriginal Teachers	144.0	261.3	290.0
... as a % of Total	4.1%	6.1%	6.4%
Total Student to Aboriginal Teacher Ratio	**456**	**272**	**239**
Non-Teaching Staff in Participating School Divisions			
Total	2,807.9	3,159.9	3,263.4
Aboriginal Non-Teaching Staff	277.5	336.9	358.0
... as a % of Total	9.9%	10.7%	11.0%

Note: Table includes only those school divisions that reported in each of 1989-90, 1999-00 and 2000-01. Data after 1997 are not strictly comparable to those of previous years due to restructuring.

Source: Saskatchewan Human Rights Commission. (2002). *Unpublished Data.* Regina, SK.

Figure 101 illustrates gender profile in Saskatchewan's major educational organizations.

More females than males occupy teaching positions, staff positions at the Saskatchewan Teachers' Federation and the Saskatchewan School Trustees Association, out of scope positions at Saskatchewan Learning, and hold memberships or positions at the Saskatchewan Association of School Councils. More males than females are principals, trustees, directors of education, or tenure-track faculty at the University of Saskatchewan, College of Education.

The percentages of females and males are approximately equal (or the numbers too small for proper comparison) for other Saskatchewan educational organizations.

Figure 101: Gender Profile of Saskatchewan Educational Organizations, 2001-02

Organization	Total #	% Female	% Male	Date
Saskatchewan Learning – Out of Scope Staff	115	67%	33%	Jan 2002
Saskatchewan Association of School Business Officials	90	50%	50%	Oct 2002
Saskatchewan Teachers' Federation (STF)				
• Teachers	11,278	69%	31%	2001-02
• Principals	769	38%	62%	2001-02
• STF Professional Staff	92	73%	27%	Sep 2002
Saskatchewan School Trustees Association (SSTA)				
• SSTA Staff	19	74%	26%	2001-02
• Trustees	647	40%	60%	2001-02
University of Regina, Faculty of Education				
• Senior Management	3	67%	33%	Sep 2002
• Faculty Tenure-Track	43	50%	50%	
University of Saskatchewan, College of Education				
• Senior Management	4	25%	75%	Sep 2002
• Faculty Tenure-Track	58*	34%	66%	
Saskatchewan Association of School Councils (SASC)				
• SASC Board and Staff	16	82%	18%	Sep 2002
• Members	43,255	60%	40%	
League of Educational Administrators, Directors and Superintendents (LEADS)				
• Directors of Education	79	16%	84%	Oct 2002
• All LEADS Positions	172	30%	70%	

Note: Senior management at the Faculty/College of Education at the University of Regina and University of Saskatchewan includes Deans, Associate Deans and Assistant Deans. Total numbers of members and positions should be considered when interpreting the results.

* Includes 5 vacant positions.

Source: Organizations' records.

Accessibility

Accessibility means ensuring that students have educational opportunities regardless of their personal situation or their location in the province. Accessibility also involves creating smooth transitions from high school to work or post-secondary education thereby opening the larger world to students.

Four types of accessibility are explored in this section:

- Access to Courses
- Opportunity-to-Learn
- Teacher Specialization
- Resources including Technology

Access to Courses

At the secondary level, students can choose from a range of different course offerings in the areas of arts education, language arts, mathematics, science, social science, health and physical education, and practical and applied arts. Schools might offer a number of courses in each of these areas of study at each of Grades 10 through 12, including advanced and modified courses, in order to meet the interests and needs of students as they work toward Grade 12 graduation. In general, a school with many students would offer a broader range of course options to meet the educational needs of the entire body of students than would a school with few students.

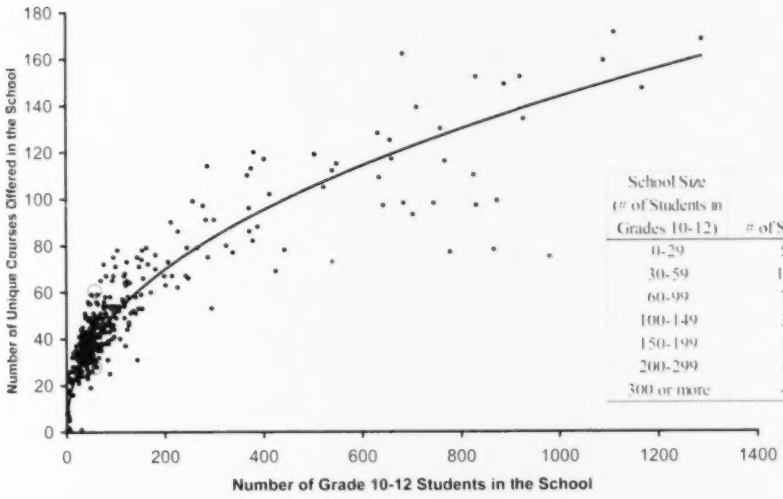
Figure 102 shows a scatter plot of the relationship between the size of schools (as measured by the number of Grade 10-12 students) and the number of unique Grade 10-12 course offerings at the school. The curve in the graph represents a best-fit curve for the data points. Points substantially above the curve would indicate schools where the number of unique course offerings in relation to the number of students is much higher than the norm. Points substantially below the curve would indicate schools where the number of unique course offerings in relation to the number of students is much lower than the norm. Planning around the types and numbers of course offerings involves decisions that consider resources, flexibility, effectiveness and efficiency.

In Saskatchewan

- *the median size of K-12 and high schools is about 60 Grade 10-12 students, offering 30-36 Grade 10-12 courses - number of course offerings vary greatly, even between schools of similar size*
- *K-12 school-aged youth registered for 5,016 correspondence school courses in 2001-02, a decrease of about 1,000 from 1998-99*
- *French Immersion and Core French enrolments have been decreasing*
- *about 65 to 75 percent of classrooms and students are meeting or exceeding standards for sufficient opportunity to learn mathematics, in terms of instruction, student preparation and commitment to learn, and family support for learning in general*
- *over 80 percent of Grade 10-12 courses are taught by teachers specialized in the subject area - rural and urban appear to have similar accessibility to specialist teachers – there is a shortage of math, arts education and practical and applied arts specialists in the North*
- *735 schools have high-speed Internet access through CommunityNet - schools have one computer for every 5 or 6 students*
- *in the past four years, a yearly average of 30,000 students and 1,500 teachers have participated in an average of 150 GrassRoots projects*

In 2000-01, there were 360 schools (including independent and First Nations schools) that offered at least one Grade 10-12 course. The median school size had 59 students offering a range of 30-36 Grade 10-12 courses. For schools with size 54 to 64 students, some offered as few as 28 courses and some as many as 59 courses. In addition to these, this group of schools offered as many as 13 correspondence courses, and as few as none (median value of 2).

Figure 102: Number of Unique Secondary Level Courses Offered, by Size of School, 2000-01



School Size (# of Students in Grades 10-12)	# of Schools	Average Unique Courses Per School: # Grade 10-12 Courses	# Grade 12 Courses
0-29	56	24	8
30-59	125	37	14
60-99	74	47	18
100-149	33	56	22
150-199	11	68	25
200-299	16	79	30
300 or more	46	110	42

Note: Points represent the number of unique courses offered at the school related to the number of students attending the school. The two sets of circled points in the lower left of the graph illustrate discrepancies in course offerings for schools of similar size (near the median school size). Data do not include correspondence course offerings, which is, on average, fewer than 3 courses per school.

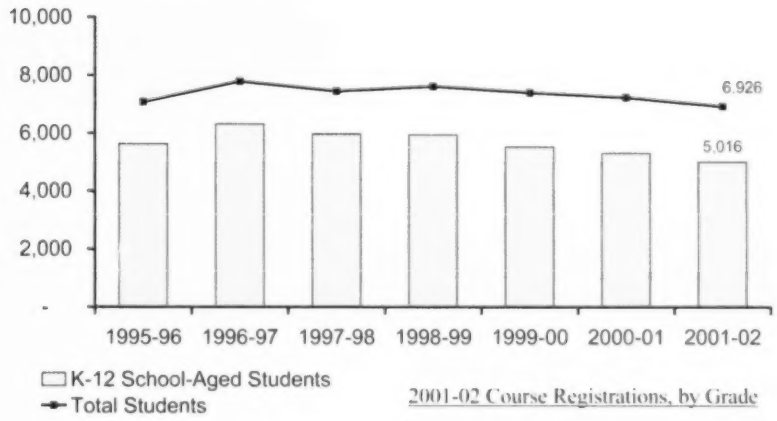
Source: Saskatchewan Learning. (2002). *Student Services Data*. Regina, SK.

Distance education is one way of making education more accessible to all. The Saskatchewan Government Correspondence School offers Grade 9-12 courses to students, many of whom are interested in or need a course that they cannot access at their local school or fit into their individual schedules. Correspondence School students include children, youth and adults. Adults enrolled in the Correspondence School are typically upgrading their overall education on a part-time basis or taking specific courses that are prerequisites for a post-secondary or apprenticeship program.

Correspondence courses are delivered in a variety of formats: print packages, audio and video tapes, kits, CD-ROM and on-line. Students and Correspondence School staff communicate using a variety of methods: Canada Post, electronic mail, courier, fax and telephone. Students can visit the Correspondence School in person and access the many services available on-site.

During 2001-02, there were 5,016 course registrations by school-aged students, down from 5,310 registrations during the previous year and down significantly from the 6,314 registrations of 1996-97. About 250 schools, including some independent and First Nations schools, registered students with the Correspondence School. Also, the Correspondence School provided courses for some students in home-based education and for some students studying outside the province (Figure 103).

Figure 103: Saskatchewan Government Correspondence School Course Registrations, 1995-96 to 2001-02



2001-02 Course Registrations, by Grade

	Course Registrations			
	K-12 School-Aged Students	Adult Students	Total Students	Interactive Television Instruction
Grade 9	426	24	450	31
Grade 10	1,483	141	1,624	30
Grade 11	1,266	289	1,555	13
Grade 12	1,841	1,456	3,297	376
Total	5,016	1,910	6,926	450

Note: Registrations occurred from August 1, 2001 to July 31, 2002.

Source: Saskatchewan Learning. (2002). *Correspondence School Unit Data*. Regina, SK.

In addition to Correspondence School courses, distance education is facilitated using other learning technology. As part of a pilot project, teachers have delivered 17 on-line courses to 160 students in 2001-02, and another 23 on-line courses to 384 students in 2002-03. A variety of web-based resources, developed by Saskatchewan teachers, were used in the delivery of these courses.

What languages are studied in schools?

Languages are taught as a subject in many Saskatchewan schools. Figure 104 shows enrolment in languages other than English and French peaked in 1996-97 and has declined slightly to 1,653 secondary level credit course registrations in 2000-01. Cree was the most popular language with 674 enrolments followed by German and Spanish with 288 and 262 enrolments respectively.

In 2000-01, over 85 percent of the students studying Aboriginal languages lived in rural and northern areas. Most of the students studying other languages lived in urban areas.

Figure 104: High School Student Credit Registrations in Language Courses Other than English and French, 1992-93 to 2000-01

	1992-93	1994-95	1996-97	1998-99	2000-01
Cree	267	678	822	678	674
Dene	0	42	16	54	49
German	348	325	350	270	288
Japanese	169	226	244	232	217
Saulteaux	0	12	43	35	57
Spanish	29	68	148	209	262
Ukrainian	148	131	87	82	65
Other	12	16	51	41	41
Totals	**973**	**1,498**	**1,761**	**1,601**	**1,653**

2000-01 Registrations			
	Urban	**Rural**	**North**
Cree	104	352	218
Dene	0	9	40
Nakoda	0	9	0
Saulteaux	0	57	0
Totals	**104**	**427**	**258**

Note: Other language courses include Chinese, Filipino, Hindi, Latin, Mandarin, Nakoda, and Polish. Previous years' numbers for some language courses may be different than those reported in earlier reports due to ongoing record maintenance.

Source: Saskatchewan Learning. (2002). *Student Services Data.* Regina, SK.

French language and culture are taught in most Saskatchewan schools. Three types of French language programs are offered.

- *Core French* – in which French is taught as a subject as part of regular course offerings
- *French Immersion* (sometimes called Designated schools) – in which French is the language of instruction for a minimum of 50 percent of the school day for Anglophone students
- *Fransaskois Schools* – in which French is the language of instruction, other than for English Language Arts, for the entire school day for Francophone students, and there is an emphasis on French identity and culture in all subjects

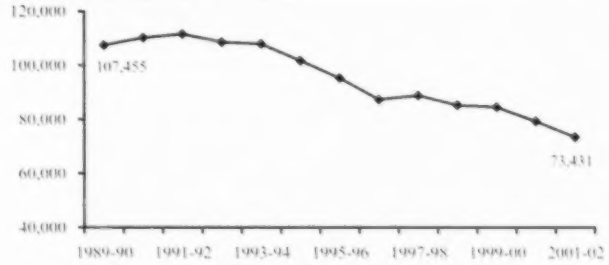
In 2001-02, about 41 percent of the student population were enrolled in Core French programs, down from 54 percent in 1989-90. Greater numbers of students in Grades 4 through 8 studied Core French than those in high school or in the early elementary years (Figure 105).

Enrolments in French Immersion Programs have declined a bit each year for the past nine years. In 2001-02, there were 8,846 students enrolled in French Immersion, about 70 percent of the numbers enrolled in 1992-93. Some of this decline is attributed to enrolments in Fransaskois schools, which have risen slightly to 1,079 students in 2001-02 (Figure 106).

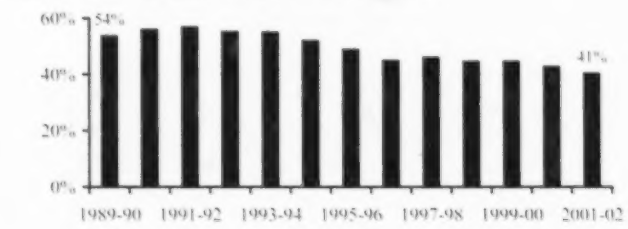
Figure 105: Enrolments in Core French Programs in Saskatchewan, 1989-90 to 2001-02

Grade	Enrolment ... Total	as % of Student Population
Kindergarten	1,762	53.8%
Grade 1	5,081	56.1%
Grade 2	5,351	57.0%
Grade 3	5,993	55.3%
Grade 4	7,834	55.1%
Grade 5	8,470	52.1%
Grade 6	9,036	49.0%
Grade 7	9,695	45.0%
Grade 8	9,095	46.2%
Grade 9	5,373	44.7%
Grade 10	2,651	44.8%
Grade 11	1,826	43.0%
Grade 12	1,264	40.6%

Core French Total Enrolments



... as a percentage of the Student Population



Source: Saskatchewan Learning. (2002). *Official Minority Language Office Data*. Regina, SK.

Figure 106: Enrolments in French Immersion Programs and Fransaskois Schools in Saskatchewan, 1989-90 to 2001-02

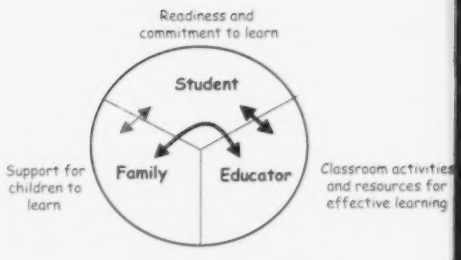
	French Immersion Programs		Fransaskois Schools	
	Enrolment ... Total	as % of Student Population	Enrolment ... Total	as % of Student Population
1989-90	11,353	5.7%		
1990-91	11,854	6.0%		
1991-92	12,306	6.3%		
1992-93	12,882	6.6%		
1993-94	12,762	6.5%		
1994-95	11,026	5.6%	1,001	0.5%
1995-96	10,937	5.6%	960	0.5%
1996-97	10,338	5.3%	961	0.5%
1997-98	9,962	5.2%	1,036	0.5%
1998-99	9,615	5.0%	1,033	0.5%
1999-00	9,294	4.9%	1,048	0.6%
2000-01	9,076	4.9%	1,033	0.6%
2001-02	8,846	4.9%	1,079	0.6%

Note: The reduced enrolment in French immersion programs in the 1994-95 school year can be explained by transfer of students to Fransaskois schools. Between 1994 and December 31, 1998, Fransaskois schools were under the governance of conseils scolaires fransaskois and, since January, 1999, have been under the governance of the Francophone School Division #310. Fransaskois school enrolments shown above include enrolments at College Mathieu.

Source: Saskatchewan Learning. (2002). *Official Minority Language Office Data*. Regina, SK.

Opportunity-to-Learn

Opportunity-to-learn refers to the processes and conditions that facilitate learning. Student achievement depends not only on students' ability, but also on the social, personal and educational factors that facilitate learning. Students' opportunities to learn are affected by their readiness and commitment to learn, the family support for their learning, and their educational experiences in the school and classroom.



There are many school processes, student practices and family supports that contribute to students' learning opportunities. Data gathered from the 2001 Provincial Mathematics Assessment provide some indicators of these opportunities. Opportunity-to-learn indicators serve as beginning discussion points or points of further investigation as schools plan and support student learning. This section includes:

- classroom instruction and learning approaches in mathematics
- student persistence in completing their work
- supports that families offer for students' learning

A panel of educators and members of the public set provincial standards and expectations related to students' opportunities to learn for these and other classroom practices, student readiness elements and family supports.

What takes place in math classrooms can have a great impact on the extent to which students learn and understand mathematics. Figure 107 shows the percentages of Grade 5, 8 and 11 mathematics classrooms that engage students in learning mathematics in different ways. Characteristics described at Level 1 tend to emphasize rote learning and drill approaches, directed mostly by the teacher. Toward Level 5, classroom instruction and learning takes more of a problem-solving approach, engages students in a more active role, uses a greater variety of resources, and is more sensitive to individual students' learning needs.

Provincial standards set by a panel of educators and members of the public suggest that many of the characteristics described in Level 3 and beyond are what is expected in providing students sufficient opportunity to learn mathematics. These approaches promote deeper understandings and application of mathematics, and greater adaptation to student learning needs. About two-thirds of Grade 5 and 11 mathematics classrooms were described best by characteristics outlined in Levels 3 and above. Over 90 percent of Grade 8 teachers described their approaches to teaching mathematics consistent with characteristics described in Level 3 and above.

Figure 107: Classroom Instruction and Learning Approaches in Mathematics, Saskatchewan, Grade 5, 8 and 11, 2001

Brief description of characteristics at each level ...	Percentage of Classrooms Grade 5	Grade 8	Grade 11
Level 5: Students learn mathematics in a problem-solving context that allows them to explore and be challenged in their thinking of mathematical concepts.	5%	10%	0%
Level 4: Occasionally students learn and explore new math concepts through problem-solving activities. A wide variety of instructional approaches and resources are utilized in the mathematics program.	17%	38%	18%
Level 3: Math is learned through the introduction and practice of procedures. The teacher demonstrates and explains why it works through the use of manipulatives, calculators, computers, group-work and journals.	45%	45%	51%
Level 2: Learning of math procedures is accompanied by a notion or surface understanding of how and why procedures work. Learning is usually through direct instruction. Other instructional methods are used occasionally.	31%	7%	31%
Level 1: Emphasis is placed on learning and repeating math procedures through drill exercises. Classroom learning occurs primarily through lecture or independent study.	2%	0%	0%
Sufficient Standard Level:	**3.3**	**3.3**	**3.1**

Note: Percentages are based on teacher questionnaire responses that were compiled to reflect a broad array of instruction and learning characteristics. The sample included 95 Grade 5 teachers, 29 Grade 8 teachers and 46 Grade 11 teachers. The sufficient standard level was set through discussion and voting procedures taken by a panel of educators and members of the public.

Source: Saskatchewan Learning. (2002). *2001 Provincial Learning Assessment in Mathematics, Summary Report*. Regina, SK.

Students who prepare for class, engage in class activities and reflect upon what they have learned, position themselves to do well in school. By developing habits of persistence in completing their work regardless of the difficulty of the task, and by committing to producing their best work, students reinforce and better understand their learning. This increased readiness to learn allows them to better take advantage of opportunities and activities provided in the classroom.

The provincial standard that describes the sufficiency level for students' preparation for and commitment to learn mathematics was set at Level 3 or above for Grade 5 and 8 students. At this level, students usually prepare themselves for class, ensuring assignments are completed, and usually participate attentively in class activities. For Grade 11 students, the higher provincial standard (averaged to be 3.2 or better) indicates a greater expectation of students to often think about what they have done in class and reflect on how they might improve their understanding. Between 60 and 70 percent of Grade 5, 8 and 11 students report characteristics of readiness and commitment to learn consistent with Level 3 or above (Figure 108).

Figure 108: Students' Preparation for and Commitment to Learn Mathematics, Saskatchewan, Grade 5, 8 and 11, 2001

Brief description of characteristics at each level ...	Percentage of Students		
	Grade 5	Grade 8	Grade 11
Level 5: Students regularly set and review goals for what they want to learn. They work on class activities and regularly check to see how well they are doing or how they might improve to achieve their goals.	8%	3%	4%
Level 4: Students come prepared for class and work on class activities. They often think about what they have done in class and how they might improve their understanding.	22%	16%	20%
Level 3: Students are usually prepared for class and usually work on class activities. They tend not to think about what they did in class and what they could do to improve their understanding.	41%	45%	37%
Level 2: Students are sometimes prepared for class and try to pay attention, but they are often distracted or become bored and stop working on class activities. They commit little time or effort to homework.	28%	33%	36%
Level 1: Students are not prepared for class and pay little attention to class activities. They do very little homework and believe math is not important.	2%	3%	4%
Sufficient Standard Level:	**3.0**	**3.0**	**3.2**

Note: Percentages are based on student questionnaire responses that were compiled to reflect a range of preparation and reflection characteristics. The sufficient standard level was set through discussion and voting procedures taken by a panel of educators and members of the public.

Source: Saskatchewan Learning. (2002). *2001 Provincial Learning Assessment in Mathematics, Summary Report*. Regina, SK.

Family support and encouragement plays a key role in students' success at school and in life. Provincial standards were set to communicate the level of support necessary to enhance students' opportunities to learn.

The expected level of parental support for their child's learning was higher for Grade 5 students (averaged at 3.4) than for Grade 8 and 11 students (about Level 3). About one-half of Grade 5 students reported support characteristics of Level 4 and above, indicating their perception of a very positive and supportive environment in which their interests and needs were considered. About 80 to 90 percent of students reported support at Level 3 or higher, meaning most students feel their parents value education and try to support them (Figure 109).

Figure 109: Parental Support for Students' Learning in General, Saskatchewan, Grade 5, 8 and 11, 2001

Brief description of characteristics at each level ...	Percentage of Students Grade 5	Grade 8	Grade 11
Level 5: Parents offer a very positive and supportive environment where their child is encouraged to ask school-related and life-related questions. The child appreciates this interest and shares feelings and experiences with his/her parents, better enabling support for learning.	18%	14%	8%
Level 4: Parents offer a very positive and supportive environment that reinforces their child's learning. Parents initiate most conversations and they consider the interests and abilities of their child when stating expectations.	31%	26%	26%
Level 3: Parents try to provide support for their child's learning, but may not understand or ensure that their support meets their child's needs. Parents tell their child about the importance of school and their expectations.	39%	42%	44%
Level 2: Parent support is reactionary and uneven. Parents rarely discuss their expectations with or encourage their child, but do take pride in their child's accomplishments. The parent will usually attend parent-teacher interviews.	9%	13%	11%
Level 1: Parents don't know how to, or choose not to support their child's learning. Parent and child communication is minimal.	4%	5%	11%
Sufficient Standard Level:	**3.4**	**2.9**	**2.8**

Note: Percentages are based on student questionnaire responses that were compiled to reflect different levels of parental support for learning. The sufficient standard level was set through discussion and voting procedures taken by a panel of educators and members of the public.

Source: Saskatchewan Learning. (2002). *2001 Provincial Learning Assessment in Mathematics, Summary Report*. Regina, SK.

Data collected in the 2001 national mathematics assessment provided additional information about parents' involvement in their children's education. In 52 percent of Saskatchewan classrooms, over half the students' parents participated in parent/teacher interviews, considerably more than the Canadian average of 35 percent.

Parents tend to assist their 13-year-old children with homework more frequently than they do for 16-year-olds; however, they tend to discuss daily activities and future plans more frequently with 16-year-olds. In general, homework assistance from parents and discussion activity between parents and children were similar for Saskatchewan and Canada (Figure 110).

Figure 110: Parents' Involvement in the Education of Their Children, Saskatchewan and Canada, 2001

		SK	Canada
Teachers' Responses			
Percentage of teachers who meet with or speak by telephone to parents to discuss individual students once a week or more		27%	36%
Estimated percentage of classrooms in which at least half the students' parents participate in interviews related to their child's progress		52%	35%
Students' Responses			
Students who work with parents on math homework a few times a month or more	13-year-olds	46%	48%
	16-year-olds	19%	23%
Students who work with parents on homework in other subjects a few times a month or more	13-year-olds	59%	57%
	16-year-olds	38%	38%
Students who discuss their school work with their parents a few times a week or more	13-year-olds	45%	51%
	16-year-olds	42%	47%
Students who discuss their daily activities with their parents a few times a week or more	13-year-olds	67%	67%
	16-year-olds	74%	72%
Students who discuss their future with their parents a few times a month or more	13-year-olds	71%	78%
	16-year-olds	88%	89%

Note: Generally, differences between Saskatchewan and Canada responses are not statistically significant unless they differ by about 6 percent.

Source: Council of Ministers of Education, Canada. (2002). *2001 School Achievement Indicators Program: Mathematics Assessment Student and Teacher Questionnaires Unpublished Data.*

Teacher Specialization

Teachers acquire expertise in educational psychology, in teaching methodology and in subject disciplines through teacher education programs, professional development and teaching experience. Many teaching approaches can be transferred from one subject discipline to another, allowing a teacher with a sufficient knowledge base in a subject discipline to facilitate learning in that subject area. At higher grade levels, particularly the secondary level, teachers require a greater expertise in a subject discipline.

One indicator of greater subject-area expertise is the designation of subject major or minor that accompanies a teacher's education degree. Depending on the number of university courses completed in a subject discipline and the number of teaching methodology courses completed related to that subject discipline, a teacher can attain a major or a minor designation in that subject area. Some teachers can attain more than one major or minor.

Figure 111 shows the numbers of majors and minors in each subject area in different areas of the province. In 2000-01, the two subject areas that had the most majors or minors were social science (over 4000 teachers) and language arts (almost 3800 teachers). Proportions of teachers with majors or minors in mathematics, science, or practical and applied arts were less than the proportion of time spent by students studying in those subject disciplines. However, about 40 percent of teachers specialized in mathematics, 50 percent of teachers specialized in science, and 65 percent of teachers specialized in practical and applied arts taught at least one course at the secondary level. Conversely, those specialized in other subject areas tended to teach more at the elementary and middle levels, and less than 20 percent taught at least one class at the secondary level.

The distributions of teachers with majors or minors in different subject areas were similar in urban and rural areas of the province. In the North, there were proportionally fewer majors and minors in the areas of arts education, mathematics, and practical and applied arts.

Figure 111: Number of Majors and Minors, by Subject Area, by Location, 2000-01

	Urban	Rural	North	**Province**
Arts Education	666	432	6	**1,104**
Health & Phys Ed	828	773	26	**1,627**
Language Arts	2,067	1,646	55	**3,768**
Mathematics	660	639	13	**1,312**
Natural Science	650	704	25	**1,379**
Practical & Applied Arts	269	244	5	**518**
Social Science	2,012	1,894	99	**4,005**

Note: Numbers in the above table include double counts and do not refer to the number of teachers. For instance, a teacher will often have a major in one subject area and a minor in another, or may have a double major, so the teacher would be counted in two or more of the categories. Majors and minors are recorded at the time of teacher certification and are not updated.

Source: Saskatchewan Learning. (2002). *Teacher Services Unpublished Data.*

Figure 112 shows that in 2000-01, for most subject areas, at least 80 percent of secondary level courses were taught by specialists in the subject area. The exception to this was practical and applied arts, where less than 40 percent of courses were taught by practical and applied arts specialists. Accessibility to teacher specialists in urban and rural areas was much the same. In the North, significantly lower percentages of courses were taught by specialists, with the exceptions of health and physical education, and natural science.

Figure 112: Percentage of Secondary Level Courses Taught by Teachers with Major or Minor in the Subject Area, by Location, 2000-01

	Urban	Rural	North	**Province**
Arts Education	86%	81%	50%	**83%**
Health & Phys Ed	87%	79%	93%	**82%**
Language Arts	84%	86%	71%	**85%**
Mathematics	81%	81%	37%	**80%**
Natural Science	87%	81%	87%	**83%**
Practical & Applied Arts	43%	35%	13%	**38%**
Social Science	89%	87%	78%	**87%**

Note: Percentages in the table are influenced by the numbers of majors and minors in each subject area as shown in Figure 111 and the proportion of teachers within the specialization that teach at least one course at the secondary level.

Source: Saskatchewan Learning. (2002). *Teacher Services Unpublished Data.*

Resources Including Technology

Technology is important in two ways. It is a medium through which learning can be delivered. For example, students often learn through the computer, and through traditional technologies such as videotape and audiotape. Distance education relies heavily on technology for its delivery. Technology is also a topic for study in schools. It is important that students learn how to use computers and other types of technology, and to understand and address the issues related to their use.

Resource-based learning means organizing instruction so that students use a wide range of print and electronic resources. In daily life, students are bombarded with information from many sources. Resource-based learning helps them learn to use different sources effectively and to analyze the value and accuracy of information from these sources. As well, resource-based learning allows teachers to select resources appropriate for individual students' learning styles and skill levels.

Saskatchewan's Core Curriculum is resource-based and curriculum actualization depends on the availability of appropriate learning resources. The Evergreen Curriculum on-line is often a first and key resource accessed by many educators and students, offering valuable links to other supporting resources. For example, in January 2003, there were over 7 million hits on the website (www.sasked.gov.sk.ca), with approximately one million of those accessing the *CentraliSchool* resources (described on the following page).

Provincial activities that help schools acquire resources include:

- *Educational Technology Consortium* - Headed by a board of directors with representation from the province's education partners, the Consortium provides leadership in the use of educational technology in K-12 education for innovative teaching and learning, and in ensuring equitable educational opportunities for all students.

- *Development and maintenance of digital content and resources* - Web-based resources linked to Saskatchewan curricula are being developed to support teachers and students in the province. These resources can be used both in conventional classrooms and as a basis for delivering on-line courses. There were 32 projects developed in 2000-01 and 42 projects in 2001-02, with 34 more projects underway in 2002-03. Completed projects can be viewed at *www.centralischool.ca*.
- *CANCOPY license for Saskatchewan schools* – A license signed with the Canadian Copyright Licensing Agency (CANCOPY) allows teachers to copy parts of copyrighted works for instructional purposes.
- *Bibliographies of recommended learning resources* – When curricula are being developed or revised, Saskatchewan Learning receives subject area resources from publishers, routes them to classroom teachers for evaluation and lists the best resources in bibliographies. Resources to support the Common Curriculum Frameworks for mathematics and English language arts developed jointly with the other western provinces are evaluated in cooperation with these other provinces. In addition, websites are evaluated for inclusion in the Evergreen Curriculum website database.
- *Video duplication service* – Schools can get copies of high-quality educational video programs that support Saskatchewan's curricula through Saskatchewan Learning's curriculum-relevant video collections at low cost. All programs include public performance rights for classroom use.
- *School telecasts* – Two hours a day of educational TV programming is delivered to Saskatchewan schools via SCN. Duplication rights are cleared for the programs broadcast so that copies can be obtained from the video duplication service.
- *On-line resources* – Rights have been cleared so that schools have access to three on-line databases that provide full-text journal articles to support a variety of curricula. The databases available are *InfoTrac*, *Canadian Business and Current Affairs*, and *Repère*.
- *Professional development workshops* – Workshops on resource-based learning and technology are delivered on request to groups of Saskatchewan teachers. Some presentation resources related to these workshops are also available on-line at Saskatchewan Learning's website.

Computers are resources available in many Saskatchewan classrooms that complement other resources, instructional approaches and learning activities in the school. As teachers and students increase in their knowledge, skills and effective use of computers, these resources become valuable for adapting instruction, providing individualized instruction, accessing on-line material, and contributing to improved student learning.

Figure 113 shows that, in 2002, Saskatchewan schools had, on average, 19 computers for every 100 students. About two-thirds of the computers were available to teachers for instructional purposes and half of the computers were available to students for use within classes. About 80 percent of the computers are capable of handling web-based programs and web browsers. Accessibility to computers is at least as high in rural schools as in urban schools, when expressed as a ratio of the number of students attending the school.

Figure 113: Number of Computers Per 100 Students, by Use, by Location, Saskatchewan, 2002

	Number Per 100 Students		
	Urban	Rural	Province
working computers	18	23	19
computers capable of handling web-based programs and web browsers	15	17	15
computers available to teachers for instructional purposes	11	14	12
computers available to students for use within classes	9	9	9

Note: Data for this indicator were collected from schools with 13- and/or 16-year-old students. This sample of about 200 schools may not be representative of all schools in the province.

Source: Council of Ministers of Education, Canada. (2002). *2002 School Achievement Indicators Program: Writing Assessment School Questionnaire Unpublished Data.*

CommunityNet is a cross-government partnership that will provide high-speed Internet access to all schools and division offices, as well as other government offices and health facilities, in the province. At the beginning of 2003, 735 provincially-funded schools and 85 First Nations schools had been connected to CommunityNet. In a three-year period beginning 2001-02, a total of $6 million will be provided through the Centenary Fund to school divisions to improve infrastructure within their schools to take advantage of the connectivity through CommunityNet.

A variety of resources are used in classrooms to engage students in understanding and applying mathematics. The more commonly used resources include mathematics books and magazines, calculators, measuring instruments, and overhead projectors. About half of Saskatchewan classrooms use manipulatives and about one-third use computers at least a few times per month. The regular use of graphing calculators, overhead projectors and computers occurs in a lower percentage of Saskatchewan classrooms than Canadian classrooms (Figure 114).

Figure 114: Use of Resources in Mathematics Classrooms, Saskatchewan and Canada, 2001

	Percentage of Classrooms	
	SK	Canada
Used at least a few times per week		
mathematics books and magazines	43%	47%
measuring instruments such as metre sticks, protractors and compasses	33%	35%
calculators	84%	91%
graphing calculators	38%	57%
manipulative materials such as geo-boards, algebra tiles, fraction kits and mirrors	9%	16%
overhead projectors	27%	47%
Used at least a few times per month		
computers	35%	48%
instructional software	29%	37%
Internet	22%	26%
computer lab separate from the math classroom	24%	34%
slides, films or videos	11%	13%
manipulative materials such as geo-boards, algebra tiles, fraction kits and mirrors	49%	53%

Note: Generally, differences between Saskatchewan and Canada responses are not statistically significant unless they differ by about 6 percent.

Source: Council of Ministers of Education, Canada. (2001). *2001 School Achievement Indicators Program: Mathematics Assessment Teacher Questionnaire Unpublished Data.*

Schools in good condition with adequate instructional and resource room space, sufficient and effective human resources, and adequate print and technological resources are positioned to provide high-quality instruction for their students. Severe inadequacies in one or more of these areas can affect the school's capacity to provide high-quality instruction.

About 70 percent of schools indicated no inadequacies of resources that would seriously affect instruction, while over 10 percent of schools identified three or more inadequacies that seriously affect their capacity to provide instruction. Figure 115 provides a categorization of possible inadequacies and states the percentage of schools seriously affected by those inadequacies. Inadequacies or shortages in instructional material, budgets for supplies, and numbers of computers were the most common inadequacies, identified by 8-9 percent of schools. Rural and urban schools identified very similar resource challenges, except rural schools indicated greater effects than urban schools due to shortages or inadequacies of audio-visual resources.

Figure 115: Resource Inadequacies That Seriously Affect School's Capacity to Provide Instruction, by Location, Saskatchewan, 2002

	Percentage of Schools		
	Urban	Rural	Province
instructional materials such as textbooks	8%	8%	8%
budget for supplies such as pencils and paper	8%	10%	9%
condition of school buildings and grounds	5%	5%	5%
instructional space such as classrooms	8%	5%	6%
special purpose space such as resource rooms or libraries	6%	7%	6%
number of computers for instructional use	9%	6%	8%
library resources for language arts	4%	8%	6%
audio-visual resources	1%	9%	5%

Note: Data for this indicator were collected from schools with 13- and/or 16-year-old students. This sample of about 200 schools may not be representative of all schools in the province. Percentages refer to responses indicating inadequacies in the resource affect instructional capacity **'a lot'**.

Source: Council of Ministers of Education, Canada. (2002). *2002 School Achievement Indicators Program: Writing Assessment School Questionnaire Unpublished Data.*

Over the last three years, several Saskatchewan GrassRoots project web sites have earned national and international awards (the list appears at www.saskschools.ca/resources/awardswon.html).

GrassRoots is a national program of Industry Canada's SchoolNet that funds K-12 schools for the creation of Internet-based learning projects. The goal of these projects is to integrate the use of technology in the teaching and learning process. The program offers ample opportunity for teacher professional development and student technology skill acquisition. Participants communicate with other schools through e-mail, use the Internet for research, and develop technology and information literacy skills while working on projects that directly relate to the provincial curriculum.

The number of projects and the participation in these projects has increased significantly from 1998-99. During the past four years, there has been an average of about 30,000 students and almost 1,500 teachers participating in over 150 projects per year. This has involved more than one-half the schools in the province participating in these projects (Figure 116).

Figure 116: The GrassRoots Program, Saskatchewan, 1998-99 to 2002-03

	1998-99	1999-00	2000-01	2001-02	2002-03
Number of projects	51	127	191	164	134
Number of participating students	9,308	25,409	38,200	32,800	26,738
Number of participating classes	463	1,442	1,528	1,312	1,638
Number of participating teachers	437	1,292	1,337	1,148	2,037

Note: Data for 2002-03 are estimates based on proposals for that year's projects.

Source: Saskatchewan Learning. (2003). *Learning Technology Unit Data.* Regina, SK.

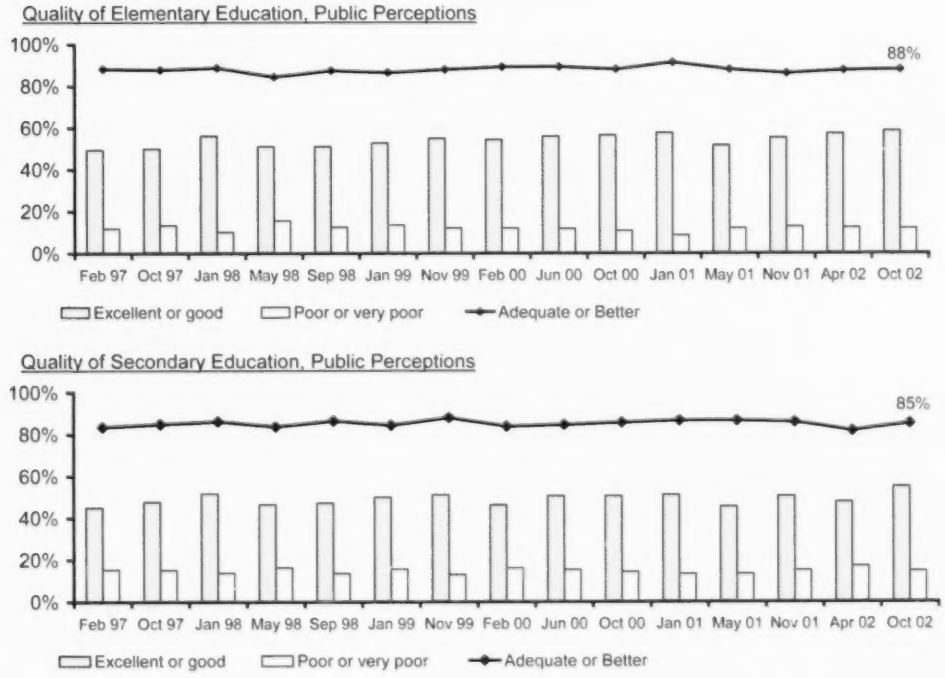
Responsiveness

Responsiveness refers to the ability of the education system to respond to the needs of students, families and the public. One set of indicators that informs the responsiveness of the education system is the public's perception of the quality of the system.

Saskatchewan Learning regularly surveys the public to ascertain its perception of education and to monitor how this perception has changed over time.

In October 2002, 88 percent of the people with decided opinion felt that elementary education is adequate or better, and 85 percent believed secondary education is adequate or better. Of those with decided opinion, 59 percent thought elementary education is excellent or good, and 55 percent thought secondary education is excellent or good. These percentages represent a slight increase since 1997 (Figure 117).

Figure 117: Quality of Elementary and Secondary Education in Saskatchewan, Public Perceptions, 1997 to 2002


Quality of Elementary Education, Public Perceptions
100%
80%
60%
40%
20%
0%
88%
Feb 97 Oct 97 Jan 98 May 98 Sep 98 Jan 99 Nov 99 Feb 00 Jun 00 Oct 00 Jan 01 May 01 Nov 01 Apr 02 Oct 02
Excellent or good
Poor or very poor
Adequate or Better
Quality of Secondary Education, Public Perceptions
100%
80%
60%
40%
20%
0%
85%
Feb 97 Oct 97 Jan 98 May 98 Sep 98 Jan 99 Nov 99 Feb 00 Jun 00 Oct 00 Jan 01 May 01 Nov 01 Apr 02 Oct 02
Excellent or good
Poor or very poor
Adequate or Better

Note: Charts are based on the percentages of respondents with a decided opinion. There were 6-14 percent of respondents who were unsure of the quality of education.

Source: *Saskatchewan Government Omnibus Opinion Poll.*

In May 2002, the Canadian Teachers' Federation commissioned a survey of the Canadian public. When asked to grade schools and their progress in various areas, Saskatchewan residents tended to give grades of A or B more often than other Canadian residents for schools in their community and those in their province. Among Saskatchewan respondents with decided opinions, about 75 percent granted A or B performance to schools in the province and in their community, compared to overall Canada results of just over 60 percent. Areas where Saskatchewan residents were more likely to grant high grades to schools were: giving children a good quality education, training in the use of computers, making the schools safe, and preparing students for post-secondary education (Figure 118).

Figure 118: Overall and Specific-Area Grades of Schools, Public Perceptions, Saskatchewan and Canada, 2002

	Percentage of Respondents	
	SK	**Canada**
Overall Grade of A or B		
Schools in the community	76%	64%
Schools in the province	76%	58%
Grade of A or B in the following areas:		
Training in the use of computers	68%	68%
Making the schools safe	66%	57%
Giving children a good quality education	75%	56%
Preparing students for post-secondary education	63%	55%
Evaluating student progress and communicating results to parents	61%	54%
Preparing students for life and to assume the responsibilities of good citizenship	55%	46%
Preparing children for the future workforce	56%	45%
Maintaining discipline in the classrooms	54%	42%

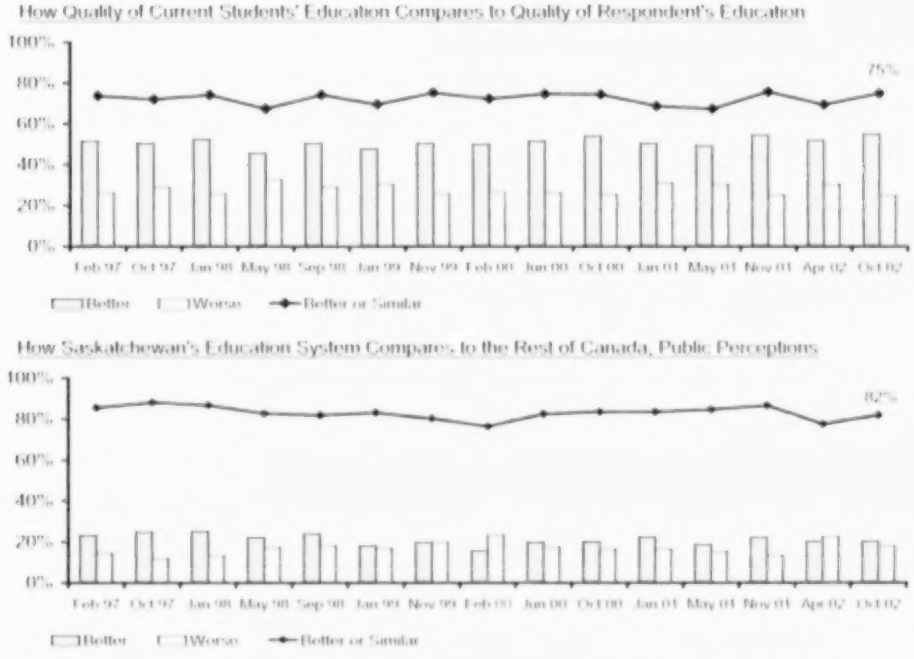
Note: Generally, differences between Saskatchewan and Canada responses are not statistically significant unless they differ by about 10 percent for this survey. Survey had 117 Saskatchewan respondents and a total of 2,265 Canadian respondents.

Source: Canadian Teachers' Federation. (2002). *The 2002 CTF National Issues in Education Poll: Summary of Major Findings*.

When people were asked to compare the quality of current students' education to their own, 55 percent of those with decided opinion said that it is better and about 25 percent said it was worse. These percentages have varied only slightly over the past several years (Figure 119).

About 60 percent of the people with decided opinion believe that the quality of Saskatchewan's education system is similar to that of the rest of Canada with the remainder almost split on whether Saskatchewan's system is better or worse than that of the rest of Canada. These percentages have fluctuated within a few percentage points since 1997 (Figure 119).

Figure 119: Comparison of the Quality of Saskatchewan's Education System to the Past and with the Rest of Canada, Public Perceptions, 1997 to 2002


How Quality of Current Students' Education Compares to Quality of Respondent's Education
100%
80%
60%
40%
20%
0%
75%
Feb 97 Oct 97 Jun 98 May 98 Sep 98 Jun 99 Nov 99 Feb 00 Jun 00 Oct 00 Jun 01 May 01 Nov 01 Apr 02 Oct 02
Better
Worse
Better or Similar
How Saskatchewan's Education System Compares to the Rest of Canada, Public Perceptions
100%
80%
60%
40%
20%
0%
82%
Feb 97 Oct 97 Jun 98 May 98 Sep 98 Jun 99 Nov 99 Feb 00 Jun 00 Oct 00 Jun 01 May 01 Nov 01 Apr 02 Oct 02
Better
Worse
Better or Similar

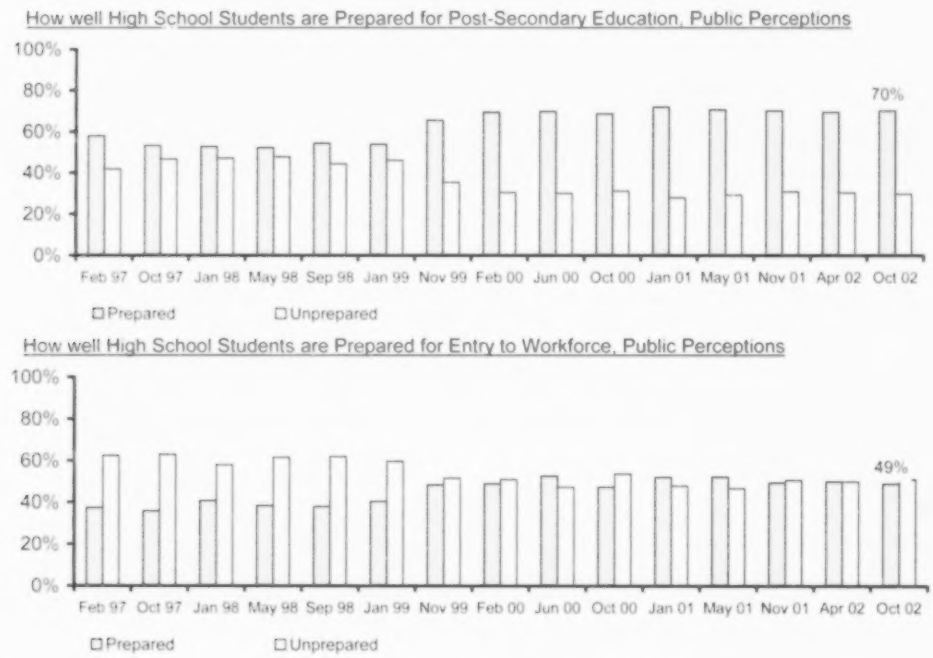
Note Charts are based on the percentages of respondents with a decided opinion. There were 6-14 percent of respondents who were unsure of the quality of education.

Source Saskatchewan Government Omnibus Opinion Poll

Saskatchewan residents also stated their perceptions of how well high school students are being prepared for post-secondary education and the workforce. Figure 120 shows that public confidence has increased in these areas since 1997.

In October 2002, 70 percent of people with decided opinion said that high school students are prepared for entering post-secondary institutions. This is up from 58 percent in 1997. Public perception is split on how well high school students are prepared for entering the workforce, but this perception has improved since 1997.

Figure 120: Preparation of High School Students for Post-Secondary Education and Entry to the Workforce, Public Perceptions, 1997 to 2002


How well High School Students are Prepared for Post-Secondary Education, Public Perceptions
100%
80%
60%
40%
20%
0%
70%
Feb 97 Oct 97 Jan 98 May 98 Sep 98 Jan 99 Nov 99 Feb 00 Jun 00 Oct 00 Jan 01 May 01 Nov 01 Apr 02 Oct 02
Prepared
Unprepared
How well High School Students are Prepared for Entry to Workforce, Public Perceptions
100%
80%
60%
40%
20%
0%
49%
Feb 97 Oct 97 Jan 98 May 98 Sep 98 Jan 99 Nov 99 Feb 00 Jun 00 Oct 00 Jan 01 May 01 Nov 01 Apr 02 Oct 02
Prepared
Unprepared

Note: Charts are based on the percentages of respondents with a decided opinion. There were 4-11 percent of respondents who were unsure of the preparation levels of high school students.

Source: *Saskatchewan Government Omnibus Opinion Poll.*

Saskatchewan and other Canadian residents also stated their perceptions of how teaching quality in public schools might be improved. Providing more individual instruction in smaller-sized classes, creating conditions for more collaborative work among parents, teachers and students, and providing more money and resources for students with special needs were the most commonly selected categories that respondent thought would contribute to significant improvements (Figure 121).

Figure 121: Areas for Improvement in Teaching Quality in Public Schools, Public Perceptions, Saskatchewan and Canada, 2002

	Percentage of Respondents Who Think Change Would Make a Big Improvement	
	SK	Canada
Create conditions that encourage parents, teachers and students to work more closely together	75%	72%
Reduce class sizes so teachers can give students more individual instruction	78%	71%
Make more money and resources available for students with special needs	62%	63%
Provide more opportunities for training and development for teachers	52%	53%
Require teachers to pass a written competency test each year or so	48%	45%
Provide more opportunities for school administrators to supervise and assist teachers	32%	39%
Offer teachers more competitive salaries and better working conditions	39%	34%

Note: Generally, differences between Saskatchewan and Canada responses are not statistically significant unless they differ by about 10 percent for this survey. Survey had 117 Saskatchewan respondents and a total of 2,265 Canadian respondents.

Source: Canadian Teachers' Federation. (2002). *The 2002 CTF National Issues in Education Poll: Summary of Major Findings*.

The Task Force of the Role of the School, established in Spring 1999, engaged the education community, human service sectors, government, families and communities in discussions on the role of schools. The Task Force identified issues, sketched options and crafted 97 recommendations directed to provincial government, education partners and other stakeholders related to their roles of supporting the education, development and well-being of children and youth in schools.

School^{PLUS} is a term used by the Task Force of the Role of the School. It describes a new way of looking at schools as centres of learning, services and community for the children and families they serve. School^{PLUS} acknowledges the importance of schools and communities working together to support the two primary functions of schools:

- to educate children and youth – developing the whole child, intellectually, socially, emotionally, spiritually and physically; and,
- to support service delivery – serving as centres at the community level for the delivery of appropriate social, health, recreation, culture, justice and other services for children and their families.

The government response, released in February 2002, announced a number of structures and strategies to work toward the achievement of the vision of School^{PLUS}, including:

- a province-wide Community-Engagement and Action-Planning Strategy to determine how best to achieve the vision of School^{PLUS}, led by the Saskatchewan Council on Children and Youth;
- a Strengthening Educational Capacity Strategy guides schools in the transition to School^{PLUS}, led by the Strengthening Educational Capacity Forum;

- an Integrated School-Linked Services Strategy that will systematically advance integration of human services linked to or delivered out of schools, led by the Human Services Integration Forum; and,
- a Resource Allocation and Reallocation Strategy in support of School^{PLUS}.

The strategies outlined in the February 2002 Response acknowledge both the quality of the province's education system and the need to make changes, using an integrated and comprehensive approach to build on strengths and act on areas that require improvement. Emphases are outlined in the School^{PLUS} Effective Practices Framework, which address six areas: establishing caring and respectful school environments, implementing responsive curriculum and instruction, using assessment to enhance instruction and learning, practising comprehensive prevention and early intervention, engaging in authentic partnerships, and promoting adaptive leadership.

Examples of actions occurring toward realizing the vision of School^{PLUS} are the School and Division Improvement Initiative and drafting of an interdepartmental workplan to facilitate School^{PLUS}.

The School and Division Improvement Initiative has confirmed participation of at least twenty school divisions as field test sites in 2002-03. These divisions participate in regional inservice, plan and conduct community consultations to identify areas of strength and areas requiring enhancement in the School^{PLUS} Effective Practices Framework, and then work with their communities to prioritize and develop strategies to improve outcomes for children and youth.

Key areas of the interdepartmental workplan include:

- reviewing interagency responsibility for School^{PLUS}, including planning to address systemic barriers (boundaries, information sharing) and development of a Zero-rejection: Unconditional Commitment to Children and Youth policy and action plan;
- linking human services to schools, including development of an Integrated School^{PLUS} Service Delivery Mechanism; and,
- promoting integrated services in the delivery of prekindergarten programs, community education and extracurricular activity, as well as addressing issues of youth not attending school.

The structures and strategies put in place to respond to the findings and recommendations of the Task Force on the Role of the School will strive to ensure every school in Saskatchewan becomes a School^{PLUS} school. The goal is for these schools to have the following characteristics:

- open and welcoming;
- strong partnerships with families and their communities;
- centres of integrated supports for children, youth and families;
- seek to accommodate the needs of every child and young person, reaching out to those who have left the school system;
- staffed with teachers who use diverse instructional strategies to provide each student with high-quality learning opportunities; and,
- use resources available to them such as enhanced technology and e-learning.

Selected Findings in the 2002 Report

- Saskatchewan's school-aged population has been declining in recent years. At the same time, the number of Aboriginal school-aged children in Saskatchewan has been increasing. Presently, about 22 percent of the school-aged population is Aboriginal.
- During 2001-02, there were 181,101 Kindergarten-to-Grade-12 students and 11,444 full-time equivalent educators in 778 provincially-funded schools. Of these schools, 424 were in rural Saskatchewan, and 295 had an enrolment of 150 or fewer students.
- Saskatchewan's student-to-educator ratio has trended lower since the mid-90's to a value of 15.3 in 2001-02. Saskatchewan and overall Canada student-to-educator ratios were the same (in 2000-01). There were 25 or fewer students in 74 percent of Saskatchewan classrooms.
- In 2000, school boards spent $6,491 per student, on average. Education expenditure per student, per capita, and measured as a percentage of GDP, have shown similar patterns during the past decade in Saskatchewan and Canada, as a whole. The provincial share of those expenditures has declined.
- In 2000-01, there were 12,360 Saskatchewan students who graduated from Grade 12, representing about 80 percent of the 18-year-old population. Results of a survey showed Saskatchewan's 20-year-olds had among the lowest school drop-out rates (7.3 percent) of any of the provinces, and significantly below the overall Canada rate (12.0 percent).
- In December 1999, almost 60 percent of 18- to 20-year-olds were enrolled in or had attended post-secondary education. More than half had taken career planning courses and about one-quarter had taken job skills or work experience courses in high school.
- Saskatchewan results in provincial, national and international assessments show:
  - reading results similar to the Canadian profile and higher than the international average, but significantly below Alberta and Finland
  - science results similar to the Canadian profile and higher than the international average, but significantly below Alberta, Quebec, Finland, Japan and Korea
  - mathematics results are mixed: significantly below the Canadian profile in many areas (national test), approaching provincial expectations for adequacy in several areas but below expectations for excellence in most areas (provincial test), and comparable to overall Canada averages (international test)
  - critical and creative thinking skills' results below provincial expectations in many areas.
- Teachers have maintained a commitment to their professional development. This includes enhancing their skills and making contributions through workshops, accreditation, post-graduate classes, mentorship, and involvement on special subject councils.
- Measures of equity are mixed. Saskatchewan reading, math and science international test results were among the most equitable of all provinces and countries when comparing different socioeconomic status groups. However, indicators show lower percentages of Aboriginal students are graduating Grade 12 and attaining fewer credits than the overall student population.
- A number of initiatives and programs including the Adaptive Dimension of Core Curriculum, Aboriginal Education, Special Education and Community Education provide support and services to increase opportunities and benefits for vulnerable students.
- 735 provincially-funded and 85 First Nations schools have high-speed access to the Internet through CommunityNet. Funding is being provided to school divisions to improve infrastructure within their schools to take advantage of the connectivity through CommunityNet. On average, Saskatchewan schools have one computer available for instruction for every eight students.
- Web-based resources linked to Saskatchewan curricula are being developed to support all teachers and students in the province. Over 100 of these projects have been developed beginning in 2000-01.

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Summary of Selected Education Indicators

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Figure 122: Summary of Selected Education Indicators for Saskatchewan, 1993 to 2002

	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
Saskatchewan Context										
Population (1000's)	1,020	1,014	1,020	1,028	1,020	1,031	1,041	1,022	1,025	1,025
Age 0-19 population (1000's)	316	313	313	312	309	309	307	299	295	291
Percentage of Age 0-4 population that is Aboriginal	>19.9%	-	-	23.7%	-	-	-	-	27.4%	-
Percentage of population living in rural Saskatchewan	46.9%	47.0%	46.4%	45.9%	46.1%	46.0%	45.0%	45.6%	45.3%	45.2%
Percentage of population with Grade 12 or higher	-	-	-	58.1%	-	-	-	-	-	-
... (age 20 and over)										
... (age 20-24)	-	-	-	71.9%	-	-	-	-	-	-
Inflation – CPI (1992=100) – SK May figures	103.2	104.4	107.2	108.9	110.1	112.0	113.8	116.2	116.7	120.3
Labour Force Participation Rate (Age 15+)	66.7%	66.1%	66.2%	65.4%	66.3%	66.6%	67.0%	67.0%	65.8%	-
Percentage of children under 18-years-old living in low-income families	21.3%	19.5%	21.0%	21.6%	20.6%	19.2%	18.7%	-	-	-
Education Input and Process Indicators										
Number of students in provincially-funded schools	195,770	195,279	194,602	193,875	192,446	190,673	188,594	184,494	181,101	177,593
Number of FTE educators in provincially-funded schools	11,088	11,025	11,042	11,123	11,103	11,319	11,249	11,222	11,444	-
Average years of teaching experience	-	-	13.5	14.0	14.0	13.8	13.8	13.7	13.7	-
Student to educator ratios	17.0	17.0	17.0	16.8	16.7	16.3	16.2	15.9	15.3	-
Number of provincially-funded schools	832	818	814	809	796	791	789	779	778	-
Provincial budget allocation for K-12 education ($millions)	-	-	-	-	541	544	559	588	621	-
School board expenditure per FTE student	5,190	5,204	5,278	5,320	5,594	5,817	6,062	6,491	-	-
Total school expenditures per student as a percent of GDP per capita	25.6%	25.0%	24.0%	22.0%	22.3%	22.7%	19.8%	19.7%	-	-
Special funding for community schools and prekindergarten programs ($millions)	-	-	2.2	4.0	4.8	5.1	6.1	7.0	13.2	16.3
Number of funded Indian and Métis Education Development projects	-	16	17	54	58	60	50	71	55	57
Number of students with designated disabilities served by special education programs and support services	2,327	2,673	2,619	2,933	2,810	3,387	3,591	4,143	4,553	-
Number of correspondence course registrations (K-12 school-aged students)	-	-	5,624	6,314	5,966	5,939	5,525	5,310	5,016	-
Core French enrolments as a percent of the total school population	55.1%	52.1%	49.0%	45.0%	46.1%	44.7%	44.8%	43.0%	40.5%	-
Percent of students showing sufficient persistence in completing high-quality work	-	-	-	66%	63%	54%	62%	-	63%	-
Education System Output/Outcome Indicators										
Number of Grade 12 graduates	11,595	11,736	11,535	12,040	11,810	12,013	12,491	12,360	-	-
Average number of credits attained by Grade 12 graduates	28.0	28.0	28.1	28.0	28.0	27.9	27.8	27.8	-	-
Average number of 30-level credits attained by Grade 12 graduates	8.8	8.9	9.0	9.0	9.5	9.6	9.8	9.8	-	-
Ratio of Grade 12 graduates to the 18-year-old population	77.4%	75.8%	74.0%	75.6%	74.6%	76.0%	80.5%	79.6%	-	
Average marks for ...										
English A30	-	-	68.5%	68.4%	68.7%	68.7%	-	69.5%	-	-
Math B30	-	-	69.2%	72.4%	71.1%	70.7%	-	70.8%	-	-
Biology 30	-	-	69.0%	68.8%	68.9%	69.3%	-	69.6%	-	-
National Test Results: Percentage of 13-year-olds achieving Level 2 or higher in ...										
Reading	-	-	-	-	-	76% =	-	-	-	-
Writing	-	-	-	-	-	96% =	-	-	-	-
Math content	-	-	-	-	48% <	-	-	-	52% <	-
Science	-	-	-	76% >	-	-	76% =	-	-	-
National Test Results: Percentage of 16-year-olds achieving Level 3 or higher in ...										
Reading	-	-	-	-	-	65% =	-	-	-	-
Writing	-	-	-	-	-	84% =	-	-	-	-
Math content	-	-	-	-	50% <	-	-	-	42% <	-
Science	-	-	-	71% =	-	-	77% =	-	-	-
University enrolment (1st time-1st year) as a % of previous year's Grade 12 population	25.3%	24.5%	25.2%	25.8%	24.0%	23.6%	25.5%	25.4%	-	-
SIAST program enrolments (youth under 20)	-	-	-	-	-	-	615	1,117	1,178	1,088

Note: Some of the numbers in the above table refer to measures that occur during the school year, some occur during the calendar year, and still others occur during the fiscal year. The year that appears in the top row of the table refers to the year in which the school year, calendar year or fiscal year begins.

In the national test outcome measures, the symbol = means Saskatchewan results were statistically similar to Canadian results, the symbol > means Saskatchewan results were significantly higher than Canadian results, and the symbol < means Saskatchewan results were significantly lower than Canadian results.

Figure 123: Selected Interprovincial Education Statistics, 1989-90 to 2000-01

Student Enrolment Headcount

	BC	AB	SK	MN	ON	QC	NB	NS	PEI	NF	Canada
1989-90	512,926	469,446	198,025	194,257	1,902,141	1,041,785	134,649	166,279	24,390	130,109	4,774,007
1994-95	582,781	514,498	195,211	191,629	2,069,989	1,266,110	136,618	164,433	24,219	114,010	5,259,498
1999-00	613,607	546,739	188,594	196,638	2,138,577	1,244,999	127,003	158,205	24,089	93,957	5,332,408
2000-01	610,851	547,105	184,494	-	*2,150,590*	*1,231,393*	124,942	155,873	-	90,167	-

Operating Expenditures Per Student

	BC	AB	SK	MN	ON	QC	NB	NS	PEI	NF	Canada
1989-90	4,790	4,778	4,298	5,230	5,544	5,503	4,280	4,302	3,890	4,270	5,185
1994-95	6,149	5,233	5,640	6,266	6,696	6,083	4,917	4,938	4,292	5,190	6,216
1999-00	6,612	6,330	6,278	6,846	6,669	6,403	6,007	5,771	5,038	5,833	6,492
2000-01	6,809	6,834	6,758	-	*6,666*	*6,761*	5,919	5,801	-	-	*6,680*[*]

Capital Expenditures Per Student

	BC	AB	SK	MN	ON	QC	NB	NS	PEI	NF	Canada
1989-90	540	984	456	470	477	434	764	381	433	242	515
1994-95	726	928	352	375	566	422	823	424	610	194	551
1999-00	865	719	390	375	604	394	978	288	429	138	575
2000-01	968	791	303	-	*516*	*414*	886	198	-	-	*571*[*]

Total School Expenditures Per Capita (adjusted for inflation, 1992 dollars)

	BC	AB	SK	MN	ON	QC	NB	NS	PEI	NF	Canada
1989-90	935	1,185	994	1,044	1,177	971	1,036	967	923	1,102	1,072
1994-95	992	1,085	1,063	1,047	1,271	977	1,026	930	873	1,003	1,116
1999-00	981	1,109	1,042	1,042	1,140	943	1,077	925	952	914	1,046
2000-01	998	1,141	1,057	-	*1,087*	*961*	998	870	-	-	*1,031*[*]

Total School Expenditures Per Student as a Percent of GDP Per Capita

	BC	AB	SK	MN	ON	QC	NB	NS	PEI	NF	Canada
1989-90	22.8%	22.0%	24.9%	28.1%	22.1%	27.8%	28.7%	26.5%	29.5%	30.6%	24.0%
1994-95	24.0%	18.5%	23.6%	27.7%	25.0%	27.6%	27.7%	26.1%	25.6%	29.3%	25.6%
1999-00	22.4%	16.1%	19.8%	22.4%	18.6%	22.4%	26.4%	23.1%	24.4%	24.1%	*22.3%*
2000-01	22.4%	16.2%	19.7%	-	*17.2%*	*22.3%*	24.5%	21.7%	-	-	*22.1%*[*]

Average Remuneration Per Educator

	BC	AB	SK	MN	ON	QC	NB	NS	PEI	NF	Canada
1989-90	50,390	45,139	41,067	44,020	44,958	41,457	39,828	42,058	42,509	43,251	44,232
1994-95	54,530	50,881	50,535	51,103	55,932	45,610	44,184	49,974	46,011	46,750	51,703
1999-00	55,816	57,801	50,315	55,085	56,619	47,546	50,120	50,975	46,537	50,716	53,711
2000-01	55,928	61,057	55,441	-	*57,623*	*49,175*	49,783	52,746	-	-	*54,043*[*]

Educator Remuneration as a Percent of Operating Expenditures

	BC	AB	SK	MN	ON	QC	NB	NS	PEI	NF	Canada
1989-90	63.7%	56.6%	58.3%	56.9%	53.4%	50.3%	56.3%	62.4%	63.2%	64.7%	55.0%
1994-95	52.7%	54.5%	52.6%	54.4%	54.2%	52.2%	52.8%	59.2%	62.7%	61.5%	53.2%
1999-00	50.9%	49.5%	49.5%	51.0%	53.3%	49.6%	49.7%	53.7%	55.6%	60.9%	51.6%
2000-01	50.3%	48.8%	51.6%	-	*54.6%*	*49.1%*	50.2%	55.1%	-	-	*51.9%*[*]

Student to Educator Ratios

	BC	AB	SK	MN	ON	QC	NB	NS	PEI	NF	Canada
1989-90	16.5	16.7	16.4	14.8	15.2	15.0	16.5	15.7	17.3	15.6	15.5
1994-95	16.8	17.8	17.0	15.0	15.4	14.4	17.0	17.1	17.1	14.7	15.6
1999-00	16.6	18.4	16.2	15.8	15.9	15.0	16.8	16.5	16.6	14.3	16.0
2000-01	16.3	18.3	15.9	-	15.8	*14.8*	16.8	16.5	-	13.9	*15.9*[*]

Note: Numbers for 2000-01 (shown in italics) are estimates. Canada figures include only the ten provinces. Dashes indicate data is not available, and therefore not included in 2000-01 estimates for Canada results. Numbers in this figure may vary from those in the body of the report due to different definitions and assumptions required for interprovincial comparisons to be made.

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1999-00	613,667	546,739	188,594	196,638	2,138,577	1,244,989	127,803	158,205	24,089	93,957	5,332,408
2000-01	610,851	547,105	184,494	-	*2,150,590*	*1,231,393*	124,942	155,873	-	90,167	-

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1994-95	6,149	5,233	5,640	6,266	6,696	6,083	4,917	4,938	4,292	5,190	6,216
1999-00	6,612	6,330	6,278	6,846	6,669	6,403	6,007	5,771	5,038	5,833	6,492
2000-01	6,809	6,834	6,758	-	6,666	*6,761*	5,919	5,801	-	-	*6,680*[*]

Capital Expenditures Per Student

	BC	AB	SK	MN	ON	QC	NB	NS	PEI	NF	Canada
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2000-01	968	791	303	-	*516*	*414*	886	198	-	-	*571*[*]

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1994-95	992	1,085	1,063	1,047	1,271	977	1,026	930	873	1,003	1,116
1999-00	981	1,109	1,042	1,042	1,140	943	1,077	925	952	914	1,046
2000-01	998	1,141	1,057	-	*1,087*	*961*	998	870	-	-	*1,031*[*]

Total School Expenditures Per Student as a Percent of GDP Per Capita

	BC	AB	SK	MN	ON	QC	NB	NS	PEI	NF	Canada
1989-90	22.8%	22.0%	24.9%	28.1%	22.1%	27.8%	28.7%	26.5%	29.5%	30.6%	24.0%
1994-95	24.0%	18.5%	23.6%	27.7%	25.0%	27.6%	27.7%	26.1%	25.6%	29.3%	25.6%
1999-00	22.4%	16.1%	19.8%	22.4%	18.6%	22.4%	26.4%	23.1%	24.4%	24.1%	22.3%
2000-01	22.4%	16.2%	19.7%	-	*17.2%*	*22.3%*	24.5%	21.7%	-	-	*22.1%*

Average Remuneration Per Educator

	BC	AB	SK	MN	ON	QC	NB	NS	PEI	NF	Canada
1989-90	50,390	45,139	41,067	44,020	44,958	41,457	39,828	42,058	42,509	43,251	44,232
1994-95	54,530	50,881	50,535	51,103	55,932	45,610	44,184	49,974	46,011	46,750	51,703
1999-00	55,816	57,801	50,315	55,085	56,619	47,546	50,120	50,975	46,537	50,716	53,711
2000-01	55,928	61,057	55,441	-	*57,623*	*49,175*	49,783	52,746	-	-	*54,043*[*]

Educator Remuneration as a Percent of Operating Expenditures

	BC	AB	SK	MN	ON	QC	NB	NS	PEI	NF	Canada
1989-90	63.7%	56.6%	58.3%	56.9%	53.4%	50.3%	56.3%	62.4%	63.2%	64.7%	55.0%
1994-95	52.7%	54.5%	52.6%	54.4%	54.2%	52.2%	52.8%	59.2%	62.7%	61.5%	53.2%
1999-00	50.9%	49.5%	49.5%	51.0%	53.3%	49.6%	49.7%	53.7%	55.6%	60.9%	51.6%
2000-01	50.3%	48.8%	51.6%	-	*54.6%*	*49.1%*	50.2%	55.1%	-	-	*51.9%*[*]

Student to Educator Ratios

	BC	AB	SK	MN	ON	QC	NB	NS	PEI	NF	Canada
1989-90	16.5	16.7	16.4	14.8	15.2	15.0	16.5	15.7	17.3	15.6	15.5
1994-95	16.8	17.8	17.0	15.0	15.4	14.4	17.0	17.1	17.1	14.7	15.6
1999-00	16.6	18.4	16.2	15.8	15.9	15.0	16.8	16.5	16.6	14.3	16.0
2000-01	16.3	18.3	15.9	-	15.8	*14.8*	16.8	16.5	-	13.9	*15.9*[*]

Note: Numbers for 2000-01 (shown in italics) are estimates. Canada figures include only the ten provinces. Dashes indicate data is not available, and therefore not included in 2000-01 estimates for Canada results. Numbers in this figure may vary from those in the body of the report due to different definitions and assumptions required for interprovincial comparisons to be made.

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Web site: www.sasked.gov.sk.ca
ISBN 1-894743-53-9